5-15-2020

Examining Task Transferability in Task-Based Language Teaching: A Multi-Case Study

Charlotte Nolen

EXAMINING TASK TRANSFERABILITY IN TASK-BASED LANGUAGE TEACHING: A MULTI-CASE STUDY

by

CHARLOTTE NOLEN

Under the Direction of YouJin Kim, Ph.D.

ABSTRACT

Although there has been a surge of research on the effectiveness of task-based language teaching (TBLT), little is known about transferability of task performance skills and vocabulary in a different context such as in a public domain (Benson, 2015; Ellis, 2017; Long, 2016). The purpose of the current dissertation was to examine transferability in task performance skills and target vocabulary between pedagogical tasks, real-world tasks and vocabulary learning in different contexts while utilizing two modalities. Learner perceptions of the effects of pedagogical tasks and real-world tasks on language learning are also examined.

Four lower level English as a Second Language (ESL) learners participated in two TBLT units of study over four weeks: “Unit 1: Discount Grocery Shopping” and “Unit 2: Choosing a

Quality Gift". There were two pedagogical and one real-world task in each unit of study. Transfer was examined in task performance abilities (such as the use of technology and collaboration) and vocabulary use . Collaboration was operationalized as interaction episodes (three types: learner-learner, learner-instructor, learner-unknown interlocutor) and the number of turns during task performance. Receptive and productive vocabulary frequencies (i.e. in types and tokens) were counted and vocabulary learning was measured on a vocabulary knowledge scale (VKS). In order to examine the role of modalities in task performance, Unit 1 tasks focus on face-to-face interactions, whereas Unit 2 tasks require mobile-assisted text chats. Finally, students' perceptions of pedagogical tasks, real-world tasks and their role in vocabulary learning were examined using interviews, focus group discussions and learning journals.

The findings indicate that transfer was observed when learners transitioned from the classroom to the public domain sites in task performance skills. There were positive gains in vocabulary learning on VKS outcomes and delayed posttests showed retention and/or additional positive gains in VKS outcomes. Emerging themes from qualitative data added insight into learner perspectives, such as the effectiveness of performing 'tasks' in public, and other themes. The implications from this study suggest ways that classroom instruction can be linked to social situations, such as stores and many other contexts, for learning opportunities through TBLT.

INDEX WORDS: Transferability, Public contexts, Mobile-mediated learner-learner interaction, Target vocabulary

EXAMINING TASK TRANSFERABILITY IN TASK-BASED LANGUAGE TEACHING: A MULTI-CASE STUDY

by

CHARLOTTE NOLEN

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of

Doctor of Philosophy

in the College of Arts and Sciences

Georgia State University

2020

EXAMINING TASK TRANSFERABILITY IN TASK-BASED LANGUAGE TEACHING: A MULTI-CASE STUDY

by

CHARLOTTE NOLEN

Committee Chair: YouJin Kim

Committee: Diane Belcher

Eric Friginal

Melissa Baralt

Electronic Version Approved:

Office of Graduate Studies

College of Arts and Sciences

Georgia State University

May 2020

DEDICATION

I want thank my heavenly Father for His grace and mercy in helping me through these long years of study. He touched my heart to pursue this degree and gave me grace each and every day to continue (Psalm 62:5). I cannot express enough the gratitude I have for the love and support that my family has given me during the pursuit of this degree. My husband, Steve, has been the greatest cheerleader and encouragement that any husband could be. He not only believed in me but quite often embarrassingly bragged/brags on me. My children and their spouses (Matt and Allison; John and Mary; and Angela and Mike) have been nothing but supportive and encouraging. During the course of this process, I have seen the birth of five grandchildren. This started with my very first semester at GSU. I have also seen the loss of two grandchildren that we will one day meet when we go home to Jesus. We have overcome illness and injury (my mother-in-law's massive heart attack and my precious daughter's broken back) as a family during this process. It has been an intense period of time to pursue such a demanding endeavor, but I am grateful for the opportunity to study and grow as a person and am rich in the support system that I live in. Thank you all for loving and encouraging me in these long and arduous days!

ACKNOWLEDGEMENTS

I would like to thank Dr. YouJin Kim. I cannot express how grateful I am to you for the countless hours of reading, ‘negotiation of meaning’ and leadership in all of the research. You have demanded excellence and professionalism while still supporting and guiding me in graciousness. Your kind demeanor in the midst of very rigorous work has helped me grow professionally and in learning how to conduct ethical, reliable and valid research. It was such an honor for me to work with such a well-known and respected scholar.

It was a dream of mine to conduct research that would be of benefit to the field of linguistics and also my place of employment. Dr. Kim and the other excellent instructors at Georgia State University in the Applied Linguistics and ESL Department have helped me realize this dream. I would like to especially thank Dr. Eric Friginal for always being supportive and encouraging me throughout the process. Dr. Friginal was the very first person I met at GSU and he continued to be a friend and encouragement throughout the program. Also, Dr. Diane Belcher has been a strong encouragement and guide throughout the process. She was very supportive and helpful during course work and agreed to serve on all of my committees. She helped me see the great benefits of qualitative work and inspired me to pursue more in-depth research. I want to thank Dr. Ute Romer and Dr. John Bunting for their kindness and encouragement in the department. It is truly a great department for studying and pursuing more education in Applied Linguistics. Finally, I want to thank Dr. Melissa Baralt for graciously joining my Dissertation Committee. I was very touched and thankful for such a well-known and respected scholar in TBLT to help mold and shape my research. Thank you for your insights and contributions to my research, and your kindness to me personally.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

1 INTRODUCTION

Task Based Language Teaching (TBLT) is one of the contemporary approaches to language teaching that focuses on the performance of tasks (Ellis, 2012). Tasks are defined as meaning-oriented real-world activities that may require target second language (L2) use (Long, 2014). Developing a task-based language course requires various components in order to successfully be completed (i.e. a needs analysis, task design, task implementation and assessment). Pedagogical tasks (i.e. PTs - tasks used for instructional purposes in the classroom or laboratory that may occur over a period of time) sequencing provides learners with necessary scaffolding in linguistic and non-linguistic task performance skills and abilities for successful real-world task (RWT) performance. RWT performance occurs outside the classroom in the current dissertation as a secondary context out of the classroom where transferability can be observed. Real issues and non-issues per Long (2016) and Ellis (2017) are discussed, specifically highlighting 'transferability' (i.e. the transfer of task skills and/or linguistic features when learners transition from one task to a subsequent task). Oral and written (mobile-mediated) learner-learner interactions over 12 explicit target vocabulary items are embedded in task design and learning outcomes are compared. These gaps in current research in the examination of transferability and in mobile-mediated learner-learner interactions using target vocabulary items during task performance in public contexts are examined in the current dissertation.

In TBLT, the focus is on a real communicative need whereby L2 skills are utilized and the instructor promotes learning in order to accomplish a given task. Language learning is considered holistic, learner-driven and communicative-based. Learners use their existing knowledge base in the second language (L2) and build on what they have (Van den Branden, Bygate and Norris, 2009). From this perspective, task selection from a needs analysis guides the

exchange of meaningful information that is examined during task performance and the formal properties of output are investigated.

The role of tasks, which are defined as "real-world activities people think of when planning, conducting, and recalling their day" in second language (L2) teaching has received a large amount of attention (Long, 2015, 2016). Van den Branden, Bygate and Norris's (2009) definition and highly effective model of 'task' is in accordance with the narrower perspective that is more foundational to TBLT (Long and Crookes; 1992). This 'narrower' definition of 'task' states that there is "always a focus on something that is *done* not something that is said" making L2 use the vehicle through which to accomplish a given task (Van den Branden et al., 2009, p. 71). Van den Branden (2006) demonstrates that TBLT is valuable for both functional and/or academic (or technical) L2 education. Because the foundations of TBLT are rooted in 'task' as the *unit of analysis* and *operation*, both socially situated and academically challenging instructional needs can be accomplished using this approach (Long and Crookes, 1992; Van den Branden, 2006). Van den Branden et al. (2009) highlight that both designing a syllabus and teaching come from an underpinning of 'task' as defined as learning 'by doing' in *experiential* teaching that promotes both functional and academic proficiency.

Often in task design, instructors have interpreted the use of tasks in light of their own educational preferences and/or the demands of the institution that they work within, both giving rise to a variety of instructional approaches. School systems often mandate policies that in turn affect L2 instructional design that are predominately focused on academic performance more than on real-world communicative uses beyond the classroom, a central tenet of TBLT. Because the focus in academia is more theoretical than practical, this perspective sometimes causes educators and policy makers to question the effectiveness, feasibility and practicality of TBLT

(Van den Branden, 2006). Thus, task-supported language teaching (TSLT) and task-referenced language teaching (TRLT), as well as many other versions and variations of TBLT have emerged. Because many educational systems restrict classroom activity, instructors often adapt materials coming from a wide range of academic activities to be *'task like'* and in this context lessons are in actuality more task-supported (an emphasis on specific linguistic forms whereby tasks may provide practice or support opportunities for learners) or task referenced (where task is the primary focus, but the main purpose is to allow programs to set educational achievement goals or desired outcomes for courses from task performance outcomes) (Robinson, 2011; Van den Branden et al., 2009). A predetermined required syllabus mandated by an educational system may not allow an instructor to design units of study around relevant 'tasks' (the basic unit of analysis in TBLT).

Even with a great deal of variation from within the TBLT (including TSLT and TRLT) community of practice, one strong educational model by Van den Branden et al. (2009) maintained a 'task as the unit of analysis' objective while meeting and excelling in educational goals in an academic context. This model in the Flemish school system, however, was still only accomplished within the context of the school and did not take learners into socially situated public domain sites for task performance. Van den Branden (2006) demonstrates a high degree of effectiveness in subject matter/ language transfer (i.e. in science classes and vocational training) that occurs within the confines of the school and/ or "training floor" (p. 110). Although Van den Branden's (2006) model demonstrates learning gains through the use of TBLT in this school system, the TBLT units of study were conducted within the confines of the school building. Thus, in an attempt to examine how learners' knowledge transfers when the context shifts to real-world domain sites, further research is needed to address this gap.

Various ‘problems’ have been asserted by critics of TBLT, such as Swan (2005) and Bruton (2002), arguing that TBLT is an ineffective approach in L2 instruction. Some of the *alleged problems* are thought to be *non-issues* that Long (2016) discusses concerning the L2 learners’ interlanguage development and the continued debate over the lack of traditional grammar instruction. Because one of TBLT’s central tenets is the use of tasks in L2 instruction, the debate over the complex definition of *task* also continues. Although researchers like Swan (2005) raise concern about the usefulness of TBLT, based on empirical evidence of the benefits of tasks, Ellis (2017) and Long (2016) have treated these types of arguments as non-issues. Many L2 researchers and practitioners have provided evidence for rich opportunities for L2 learning with focus on form in TBLT (Baralt, Gilabert and Robinson, 2016; Gholami and Gholizadeh 2015; Kim, 2008; Long, 2015; Ellis, 2003, 2016; Newton, 2001, 2013).

In addition to the hollow arguments perceived as *non-issues*, there are also ‘real issues’ that TBLT advocates debate (Ellis, 2017; Long, 2016). Real issues are what practitioners, who are utilizing TBLT, have had concerns about for many years. Real issues include such concerns as the definition of ‘task’, how PTs (tasks used to scaffold learners’ schema to better ensure successful RWT completion) are sequenced and the ability that learners have to transfer what is learned in the classroom to extend beyond the classroom out into a real-world context. As a result, Long (2016) states that the term ‘transferability’, which refers to the learner’s capacity to use skills learned during one task to apply and successfully accomplish subsequent tasks has been increasingly addressed (Benson, 2015; Brown, Hudson, Norris and Bonk, 2002; Nielson, 2015; Nielson, Masters, Rhoades and Freynik, 2009; and Norris, 2009). However, in current research, very little empirical research has addressed task transferability.

Both Long (2016) and Ellis (2017) assert that transferability is a *real issue* for examination in current research. Task transfer and transfer effects (i.e. outcomes from transfer as well as how/ when transfer of abilities and skills occurs) can be examined between sequenced pedagogical tasks, and/or transfer from pedagogical tasks to primary target tasks. Because TBLT is an L2 instructional approach that concerns connecting classroom pedagogy and real-world language use outside of the classroom, further examination of the transfer that occurs as learners' transition from the classroom to society would benefit the field.

Of consequence in current research are pedagogical task sequencing and the subsequent potential transfer of task abilities during task performance. Examining how learners access task abilities that are developed during the performance of PTs is an important research agenda in TBLT research (Long 2016). In a few TBLT studies, transferability has largely been discussed in the context of the classroom or laboratory (Benson 2016) as well as in assessment (Brown, Hudson, Norris, and Bonk, 2002). However, little to no systematic documentation has occurred on task transferability when the learner leaves the classroom and uses learned skills to accomplish RWTs out in a local community. Thus, the focus of the current dissertation was to address this gap. The dissertation examined transferability of non-linguistic task performance skills, interactional features and vocabulary learning during two units of study over a four-week period of time. Task complexity and difficulty factors were increased and two modalities (oral FTF and written SMS text chats) were also utilized in task performances.

Of equal importance is the lack of research into mobile-mediated learner-learner interaction in curricular integration of TBLT (Burston, 2014). Although there is a great deal of research into mobile assisted language learning (MALL) and its impact on vocabulary learning, most studies have focused on how mobile devices are used in more teacher-centered programs

that have developed vocabulary games and/ or activities for individual learner development. Little is known about how explicit vocabulary development is impacted through mobile-mediated learner-learner interactions. In the current study, three interactional types were utilized during task performances. Learner-learner collaboration was embedded in all PT and RWTs. Learner-instructor collaboration occurred during PT2 in mock simulations of the domain sites, and learner-unknown interlocutor collaboration was a task requirement for RWT completion in public domain sites in both units of study. The gap in mobile-mediated learner-learner collaboration through written SMS text chats was also explored in the current dissertation.

1.1 Motivation for the Study

Task-oriented SLA research and educational perspectives have both contributed towards a better understanding of how TBLT and the use of 'tasks' can benefit L2 development. Additionally, to foster the advancement of TBLT, much emphasis has been on the development of other areas within the approach such as task design (i.e. learning through collaborative interactions and task sequencing) and cognitive processes (i.e. learning that occurs as task complexity increases) that potentially provide greater L2 learning opportunities (Baralt, Gilabert, and Robinson, 2014; Kim and Taguchi, 2016; Robinson and Gilabert, 2007). One area that continues to elude classroom instructional designers is the usefulness of classroom instruction for social domains beyond the classroom (both formal and informal) as was identified in Van den Branden's (2006) study. L2 educators and learners might ask if learning in the classroom transfers to other contexts outside the classroom. The current issue of transferability (i.e. the transfer of task skills and/or linguistic features when learners transition from one task to a subsequent task), has been identified by both Long (2016) and Ellis (2017) as relevant for further exploration in TBLT. The current multi-case study with quantitative and qualitative data examined the gap in research regarding learning beyond the classroom, and the gap in research

on transferability between two contexts. Transfer was examined in several ways, through task performance requirements (learners following steps and completing tasks), in task performance skills (non-linguistic skills necessary/ used in order to accomplish the tasks such as the use of technology) and what was transferred in linguistic knowledge (for L2 development) in vocabulary learning. According to Gurzynski-Weiss and Plonsky (2017) there is little to no research into how vocabulary learning is affected outside the classroom in learner-unknown interlocutor interaction. The gap in research outside the classroom examining the learner-unknown interlocutor interaction type was also examined.

Vocabulary acquisition is a critical component of L2 learning, L2 instruction and TBLT (Nation, 2013; Newton, 2013). In addition to task performance skills, vocabulary learning can be examined to better understand how specific linguistic knowledge transfers while utilizing oral and written modalities as a learner transitions through pedagogical tasks (PTs), and then subsequently to real-world tasks (RWTs) or target tasks out of the classroom in public domain sites. Finally, Burston (2014) stated that 85% of MALL implementations are teacher-centered tasks and have learners working individually on target content. Because curricular integration of mobile-mediated interactions is seldom a focus of research, the current dissertation investigated the affects of learner-learner interactions through mobile devices in SMS text chats during the study. With this gap in research, mobile-mediated interactions through short message service (SMS) WhatsApp text chats were embedded in the Unit 2 study allowing for comparison between oral and written modalities in learner-learner collaborations in the two units of study.

1.2 Present Study

TBLT research has evolved from early studies of classifying tasks (Campbell and Wales, 1970) and materials development (Widdowson, 1979) to conducting a great deal of research into cognitive variables in L2 learning. Skehan's (1998) *limited-capacity hypothesis* and Robinson's

(2001a, and 2001b) *cognition hypothesis* with the *triadic componential framework* for task design (Robinson and Gilabert, 2007b) all influenced a great deal of research including studies in task complexity, task repetition, and pedagogical task sequencing. However, most of these have been *quantitatively* researched (Baralt, Gilabert, and Robinson, 2014; Benson, 2015; Bruton, 2002; Bygate, Norris, and Van Den Branden, 2009; Ellis, 2017, Erlam, 2015, Kim, 2012; Kim and Tracy-Ventura, 2013, Kim and Payant, 2014, Long, 2016; Long and Crookes, 1992; Skehan and Foster, 2001; Willis, 1995, Willis and Willis, 2008). A very limited amount of qualitative case study research has been conducted in TBLT. Utilizing case study methodology, the current dissertation sought to examine four participants performing tasks in two different TBLT units of study.

In its simplest form, case study research is described as recorded and systematically documented observation (Duff, 2008). Merriam (1998) defines case study research as a process of investigation about a unit of analysis (i.e. a case or cases) that results in an end product. “The case may be a person, a group, an episode, a process, a community, a society or any other unit of social life” (Punch, 1998/ 2013, p. 153). Duff (2008) states that case study research across fields includes several key characteristics that define and describe this type of qualitative investigation as follows: ‘boundedness’, in-depth study, multiple perspectives, particularity, contextualization, and interpretation.

Next, *particularity* in case study research highlights the unique nature of the phenomenon that makes it worthy of investigation. Although some case studies are chosen for being “average” or “typical” this is within the parameters of a specific area of interest to study. For example, the *particularity* of Kenyeres’s (1938) study of her own daughter’s bilingual development or Leopold’s (as cited in Duff in 2008) four volume series recording his own daughter’s

development of English and German were the examinations of bilingualism by observing a single participant over an extended amount of time. The particularity of the current research was that of observing four different learners progress through two units of study when examining relevant gaps in current literature.

The present study addressed the gaps in current research by examining two TBLT units of study for transfer in task performance skills and vocabulary in oral and written modalities in learner-leaner interactions when students transitioned from the classroom to public domain sites. When students performed the real-world tasks in the study, they were performing them in the public sites where these tasks were socially situated and engaged with new or unfamiliar interlocutors in that site. Thus, the use of 'RWT' was used interchangeably with 'target' and 'primary' task, which were performed *outside of the classroom* in public domain sites where learners engage in learner-unknown interlocutor interactions in what can be call *experiential* learning.

The current dissertation seeks to fill relevant gaps in research in the examination of task transferability of task performance skills and vocabulary use between PTs and RWTs in multiple contexts while utilizing multiple modalities. Little is known about vocabulary learning outside of the classroom when learners engage over relevant content with unknown interlocutors in experiential learning environments. The research was guided by the following research questions:

RQ 1: To what extent are task performance skills and abilities transferred during PT and RWTs?

RQ 2: To what extent do receptive input and productive output frequencies of use of target vocabulary items transfer from pedagogical tasks performed in the classroom to real world tasks in public?

RQ 3: How do pedagogic tasks and real-world tasks impact students' vocabulary learning over time?

RQ 4: How does task modality impact learner-learner collaborative interactions?

RQ5: How do students perceive the role of pedagogical and real-world tasks?

1.3 Organization of the dissertation

The following dissertation is a multi-case study divided into five components as follows: the introduction, the literature review, the methods section, the results (as discussed per research questions) and finally the discussion and conclusion (with references and appendices following). In the literature review, a comprehensive commentary is provided on related TBLT core tenets in L2 instruction relating to the current research. As part of current discussion and some debate, the literature review expounds on the following: the definition of task, task sequencing, task design and implantation, authenticity and task types for task design, collaborative interaction as a central tenet, real and non-issues in current TBLT thought, transferability as a relevant issue, vocabulary acquisition as an observable linguistic feature in transfer and mobile assisted language learning specifically in comparing oral FTF collaboration to written SMS mobile phone text chats in learner-learner interactions.

In the methods section, a detailed account of data collection points and materials developed is provided. Research procedures, descriptions of participants and the setting are supplied. The results section is broken down into responses to the five different research questions. The findings for each question are reported on individually although many of the results overlap and are intertwined with each other. The discussion and conclusion sections

provide a forum for theoretical and pedagogical implications and limitations to be elaborated on *within* case and *between* case findings. The final section also allows for future directions to be proposed and discussed.

2 LITERATURE REVIEW

2.1 Task and Task-Based Language Teaching

Tasks can be defined and described in a number of ways as well as encompass a wide range of philosophical underpinnings. Tasks have come to include many different and varying interpretations based on instructors' preferences as well as the need to meet local demands within policies of a local school system (Van den Branden, 2006). Due to the scope of definitions and/or perspectives on 'task', Ellis (2017) identifies this as a real issue in current research. Because one of TBLT's central tenets is the use of tasks in L2 instruction, the debate over the complex definition of *task* continues (Ellis, 2017; Long, 2016).

2.1.1 Task

Tasks are "real-world activities people think of when planning, conducting, and recalling their day" that are the core of the TBLT approach (Long, 2015, p.6). There are many definitions of *task* in TBLT research by a substantial body of scholars (e.g., Bachman and Palmer, 1996; Bygate, Skehan, and Swain, 2001; Ellis, 2003; Lee, 2000; Long, 1985, 2015; Nunan, 1989; Skehan, 1996; Prabhu, 1987). The definition of task varies among scholars and educators. Ellis (2003) states, "While a task requires a learner to act primarily as a language user and give focal attention to message conveyance, it allows for peripheral attention to be paid to deciding what forms to use" (p. 5). In Ellis (2003) there are various definitions of task provided as seen in the following figure 1 below:

	Author	Year	Description of 'Task'
1	Breen	1989	… a structured plan … a brief practice exercise … a complex workplan with spontaneous communication of meaning
2	Long	1985	… a piece of work for some reward …. Borrow a library book, make an airline reservation
3	Richards, Platt and Weber	1985	… an activity or action while processing or understanding language … drawing a map while listening to a tape
4	Crookes	1986	… an activity that has a specified objective
5	Prabhu	1987	…. An activity with specified outcomes where teachers can control the process throughout
6	Nunan	1989	… a communication task that involves comprehending, manipulating, producing and interacting over target language for meaning
7	Skehan	1996a	… an activity where meaning is primary … related to the real world … assesses task performance in task outcomes
8	Lee	2000	… has an obtainable objective only through Interaction … mechanism for structuring and sequencing
9	Bygate, Skehan and Swain	2001	… requires learners to use language … emphasis on meaning to obtain an objective

Figure 1 Description of Tasks (adapted from Ellis, 2003, pg. 4)

Task has evolved in definition and drawing from the many definitions Ellis and Shintani (2013) have identified four criteria that more completely describe *task* in TBLT as follows (p. 135):

1. The primary focus should be on 'meaning' (i.e. learners should be mainly concerned with encoding and encoding messages, not with focusing on linguistic form).
2. There should be some kind of 'gap' (i.e. a need to convey information, to express an opinion, or to infer meaning).
3. Learners should largely rely on their own resources (linguistic and non-linguistic) in order to complete the activity. That is, learners are not *taught* the language they need to perform the task, although they may be able to *borrow* from the input the task provides to help them perform it.
4. There is a clearly defined outcome other than the use of language (i.e. the language serves as the means for achieving the outcome, not as an end in its own right). Thus, when performing a task, learners are not primarily concerned with using language correctly but rather with achieving the goal stipulated by the task.

The main characteristics of task include meaning-making (i.e. encoding a message), expressing and/or exchanging information, learners relying on their own resources, and that there are clear non-linguistic outcomes. Tasks are also defined or categorized according to PTs and RWTs that are the final primary tasks or focus of the study. RWTs completed in the classroom or laboratory normally simulate, as closely as possible, real-world situations. Pedagogical tasks are intentionally sequenced to scaffold lessons for the best possible outcomes during target task completion with attention given to the objective and needful *L2 use* with an emphasis on meaning (Bygate, Skehan, and Swain, 2001; Baralt, Gilabert, and Robinson, 2014).

Long (2016) describes the various interpretations of *task* as falling in the following categories in current literature:

1. Traditional, linguistically focused exercises commonly found in commercial textbooks (i.e. fill in the correct preposition on a worksheet).

2. A variety of language learning activities whereby general second language (L2) learning is the focus (i.e. write directions to the bathroom from your classroom).

3. A communicative activity that is specifically meant to practice targeted linguistic items (i.e. orally practice using the prepositions "in", "on" and "between" when describing the position of the ball).

A fourth definition however, represents a narrower meaning of *task* that falls more in alignment with what Long (2016) stipulates is the original intent for *task* in TBLT stating, "the real-world communicative uses to which learners will put L2 beyond the classroom – the things they will *do* in and through the L2" (p. 6). In this fourth definition, *task* is the central focus (i.e. the ability to successfully complete a job application or to draw a map based on obtaining the correct route directions) and L2 use is the means through which it is accomplished. Achievement is based on task performance outcomes and L2 is used in order to accomplish the target task. With this definition as part of a central tenet of TBLT, the two units of study in the current study have been selected from real-world social situations in the learners' everyday lives.

2.1.2 Task-Based Language Teaching

In Task-Based Language Teaching (TBLT) the focus is on a real communicative need whereby second language (L2) skills are utilized and the instructor facilitates learning in order to accomplish a given task. With *task* as the unit of analysis, much emphasis in TBLT has been on task design and cognitive processes for L2 instructional purposes (Long and Crookes, 1992).

In TBLT, there is an intersection between researchers/theory and practitioners/pedagogy that fosters classroom research. Researchers examine *tasks* in order to make theoretical claims while practitioners design tasks to foster L2 use and learning among students, which are the data for examining what fosters effective outcomes (Baralt, Gilabert, and Robinson, 2014). Under the umbrella of TBLT there is Task-Supported Language Teaching (TSLT) and Task-Referenced Language Teaching (TRLT). For instance, in school systems with set curriculums where set linguistic features are predetermined in the syllabi, TSLT is utilized where tasks provide learners with practice opportunities. In TRLT the tasks are utilized predominately for the development of assessment tools.

Utilizing tasks and sequencing tasks are still current challenges among TBLT advocates (Ellis, 2017). Long and Crookes (1992) state that "identification of valid, user-friendly sequencing criteria remains one of the oldest unsolved problems in language teaching of all kinds" (p. 46). Since this time many contributions have been made examining PT sequencing. Currently, TBLT advocates such as Long (2016) and Ellis (2017) continue to discuss pedagogical task sequencing and procedures. In the early development of pedagogical task sequencing, Candlin (1984/ 2013) suggested identifying items that might be used for optimum sequencing in pedagogical task design. Candlin (1984, 2013) challenged researchers with identifying predictive sequencing items without effecting content decisions that needed to be made in learner-teacher co-constructed syllabi. Long (2016) argues that the *task* cannot solely be defined according to design features, but also must include how tasks are implemented.

Implementation of tasks in task sequencing includes the progression of cognitive complexity required of learners for effective task completion. Pradhu (1987) argued for a "reasonable challenge" for learners to operate with increasing cognitive complexity within

Vygotsky's (1978) "zone of proximal development" (p. 55). Consequently, many researchers have proposed arguments based on cognitive complexity in the performance of tasks and task sequencing (Baralt, Gilabert, and Robinson, 2014; Ellis, 2003; Long, 1991; Long and Crookes, 1992; Skehan, 1996).

Robinson's (2001a, 2001b, 2003, 2005, 2007a/ 2011) *Cognitive Hypothesis* argues that there is no 'trade-off' but rather attention can be increased in multiple abilities simultaneously (i.e. accuracy and complexity), thus promoting more accurate and more complex language concurrently as a result. Robinson (2007a) and Robinson and Gilabert (2007b) suggest a *Triadic Componential Framework* (TCF) model for examining not only task complexity (i.e. cognitive factors), but also task conditions (i.e. interactive participation and/ or participant factors) and task difficulty (i.e. learner abilities, behaviors, and affective variables). This framework offers a construct for researchers and practitioners to sequence and assess tasks as cognitive demands are progressively increased with the examination of attentional resources in two dimensions (i.e. resource-directing and resource-dispersing).

Robinson's (2007) TCF allows for multiple intersections in TBLT project designs for the exploration and examination of effective outcomes. Each category in the framework has sub-categories that make for even more dynamic research. Task complexity allows for "information-theoretic analysis" by examining cognitive/conceptual and performance/procedural demands (Robinson, 2011, p. 6). According to Robinson, task complexity should be a center of sequencing tasks and designing a task-based syllabus. Because there are rationalizations that vary depending on syllabus design, task complexity has become a contributing factor in task sequencing (Baralt et al., 2014). One example of this is from Kim, Jung and Tracy-Ventura

(2014) where 12 tasks were sequenced from simple (-) to complex (+) utilizing reasoning demands.

The TCF framework offers a construct for researchers and practitioners to sequence and assess tasks as cognitive demands are progressively increased with the examination of attentional resources in two dimensions: resource-directing (in adding reasoning demands such as finding and selecting discounted grocery items while staying within a proposed budget) and resource-dispersing (in drawing attention to other foci, such as increasing the number of steps in task performance). Many studies have used the TCF in task sequencing and have examined and manipulated variables to investigate task complexity. There still remains a great deal to explore with regard to task conditions such as examining participant variables with unfamiliar interlocutors in multiple contexts that may affect interactant demands on learners. With task conditions as a current area of interest, tasks in this study are sequenced utilizing the TCF and the SSARC model for task sequencing (Robinson, 2007, 2010; Baralt, Gilabert and Robinson, 2014). Robinson (2010) introduced the 'SSARC' model of pedagogical task sequencing as a construct for progressing increasing conceptual and communicative challenges to learners. In the SSARC model, the following sequencing is suggested for increasing task complexity:

> *Step 1. SS (stabilize, simplify) = i × e [('s'rdisp) + ('s'rdir)]n*
>
> *Step 2. A (automatize) = i × e [('c'rdisp) + ('s'rdir)]n*
>
> *Step 3. RC (restructure, complexify) = i × e [('c'rdisp) + ('c'rdir)]*
>
> In Task Sequencing and Instructed Second Language Learning (Advances in Instructed Second Language Acquisition Research) (Baralt, Gilabert and Robinson, 2014, Kindle Locations 524-529). Bloomsbury Publishing. Kindle Edition.

The model is represented with the following: i = the current state of the learner's inter-language ability, e = mental effort, 's' = simple task demands, 'c' = complex task demands. Also included are resource dispersing (rdisp) and resource directing (rdir) variables and with n = the potential amount of practice opportunities. Following this model in the current dissertation, the first pedagogical task (PT1) is simple (less intentional reasoning in resource directing variables and fewer steps in resource dispersing variables from step 1) and progresses to +complex as described by Baralt, Gilabert and Robinson (2014).

Additionally, Robinson's (2001) TCF includes task condition or interactional factors that allow for examination of how learner outcomes vary when interactions occur. One example of this is the Dobao (2014) study where group work and pair work (± few participants) were compared, resulting in the group interactions as being more beneficial. Finally, the task difficulty category allows for examination of learner abilities (i.e. working memory, reasoning, etc.), behaviors (i.e. willingness to communicate) and affective variables (i.e. motivation or anxiety levels during task completion). Research in this dimension includes studies such as Kim and Ventura's (2011) study on learner anxiety and Kim, Jung, and Tracy-Ventura's (2017) study on learner perceptions towards TBLT during a semester long course. Kim et al.'s (2017) investigation examined how teachers play an important role in positive learner attitudes towards TBLT. Positive attitudes are believed to facilitate better learning. Overall in pedagogical task sequencing, Baralt, Gilabert and Robinson (2014) state that researchers and practitioners have come to think that pedagogical tasks should progressively become more complex, as this facilitates more advanced structures in student's L2 production and general linguistic development.

Although pedagogical task sequencing, including cognitive complexity, is a focus in current research with many theoretical and pedagogical implications, most of this research occurs in the classroom and/ or laboratory context. Because most programs do not provide out-of-classroom experiences for task performance, there is no systematic documentation of the transition from pedagogical task performance to primary target task completion when the target task occurs in a real-world context (i.e. a public domain site). This gap in research does not allow for the examination of what factors change and how these changes potentially affect L2 outcomes or provide insight as to what linguistic features and task skills might transfer for further learning or use in these situations.

Because *task* is the focus of TBLT, it is about communication and language use in various ways "selecting, ordering, reasoning and evaluating information" (Ellis, 2003, p. 6). Prabhu (1987) introduces cognitive tasks (i.e. information gaps, reasoning gaps, and opening gap tasks) that promote *negotiation* (i.e. collaborative interaction over material). Essentially *primary tasks* are real, socially situated tasks that need to be performed in the real-world (Ellis, 2017). Ellis (2017) states that RWTs should be "the kind of natural language processing found in communication in the world outside the classroom" (p. 508). The natural language processing that Ellis (2017) refers to here as *found* outside the classroom for the purpose of L2 instruction, suggests this as a need of L2 learners not only for successful task completion in the classroom, but just as important to communicate outside the classroom. The pedagogical tasks are sequenced culminating in a final target task that normally occurs in the classroom as a simulation of a real-world task. Thus, the TBLT approach provides a mechanism for the development of real-world communication that can be used in and outside of the classroom and laboratory. The task syllabus in TBLT can be interpreted in different ways.

2.1.4 Task-based Syllabus

A *syllabus* is designed for each TBLT unit study and considered to be a more localized development of materials (at the level of the teacher) as opposed to curriculum that is more generalized material development (Nunan, 1998). Nunan (1998) states that the use of a syllabus allows the instructor to make ongoing and cyclical modifications. Long and Crookes (1992) clarify two opposing but commonly known approaches to syllabus design: the synthetic and the analytic approaches. The synthetic syllabus approach emphasizes the *language* to be taught and the learner's role is to synthesize the linguistic features needed in order to use them for communicative purposes (Long, 2015; Long and Crookes, 1992). Specific target linguistic features are generally explicitly taught such as lexical (words and or collocations), grammar rules (including sentence patterns, verb conjugations and specific parts of speech), and finally notional-functional criteria (symbiotic communicative needs). The instructor prepares the material ahead of class and the target structures are highlighted in task design during the project. The teacher is focused on whether the learner is able to *synthesize* and use the target structures and the tasks are all designed to elicit these target structures. Meaning emerges as these prescriptive linguistic features are used in the tasks with the hope that learners have time to turn declarative knowledge into procedural knowledge. Ultimately, the instructor hopes for the learners' atomization of the particular linguistic features in productive language.

In contrast to the synthetic syllabus is the analytic approach. "It starts with the *learner* and the *learning process*" (Long, 2015, p. 20). Students are provided authentic target language and then begin to *analyze* it in whole chunks (Longs and Crookes, 1992). Attention is on the *message,* and making it comprehensible while engaging and involving students in communicative tasks. In this type of syllabus target language emerges organically as the PTs

progress and the instructor highlights lessons on what students are noticing and have paid attention to. Attention to grammar and specific linguistic features are largely selected by the learners as interest in them increases, with the overarching emphasis on meaning (Long, 2015).

The synthetic and analytic are contrastive approaches to forming a task-based syllabus with distinct perspectives on grammar instruction. The synthetic syllabus is planned and presented by the instructor with a carefully crafted syllabus that is meant to elicit the linguistic forms and lead learners to mastery during the TBLT projects. Linguistic forms in the analytic approach emerge naturally from learners and are then addressed in classroom instruction as the teacher *reacts* to the interest of the learners (Long, 2015). Long and Crookes (1992) elaborate on the distinction between the synthetic/analytic approaches in equating them to White's (as cited in Long and Crookes in 1992) earlier classifications known as Types A and B. The Type A approach is that of an interventionist syllabus type with someone carefully developing each step of each component with a focus on *what* is to be learned. Whereas, Type B is a non-interventionist syllabus type where there is no pre-selection or arrangement of material. The Type B syllabus focuses on *how* the language is to be learned. Here the teachers and learners negotiate processes and the course evolves (White as cited by Long and Crookes in 1992). Although the synthetic approach has been thought to elicit more grammar instruction, Ellis (2003) states that both synthetic and analytic approaches *regularly provide* grammar instruction in the classroom. Ellis (2003) distinguishes between the synthetic and analytic approaches as one being *planned* and the other as *incidental,* as one being *preemptive* and the other approach *reactive* to grammatical instruction during tasks.

Great debate and confusion often surround the two approaches in how grammar instruction occurs. Long (2015) asserts that this debate emerged from the philosophical

underpinnings of L2 instruction. Should the L2 instructor begin with focusing on *language* or *the learner*? In L2 instructional history, the interventionist (i.e. examining linguistic code) and the non-interventionist (i.e. examining the learner and the learning process) approaches pull against each other. The interventionist approach views explicit learning and explicit instruction as foundational elements in language learning. The non-interventionist approach views explicit and implicit learning as different processes and separate learning systems that are stored in various parts of the brain with both utilized at different times (Long, 2015). Because TBLT focuses more on meaning than on traditional language instruction, some critics believe that explicit grammar explanations are not provided in the lesson. This can make the TBLT approach controversial, misunderstood and highly criticized. One critic of TBLT, Swan (2005), writes that TBLT robs learners of the grammatical foundation needed in L2 instruction due to this lack of explicit grammar instruction. Many TBLT non-interventionists claim that grammar instruction is a much-needed integral part of pedagogical instruction in TBLT. But, Long (2015) stipulates that there is a natural tension between form and meaning that emerges during task completion. In both interventionist and non-interventionist underpinnings, the need to highlight grammar is a central tenet. What differs between the two contrastive perspectives is when and how grammar instruction occurs. This is a real issue that will be discussed later in the dissertation. In syllabus design, relevant material is decided on through the use of a Needs Analysis (NA).

2.2.1 The Needs Analysis

Prior to designing TBLT units of study and task sequencing, a needs analysis (NA) should be conducted to assess the most relevant material for current learners in a given program or institution. In current research, Serafini, Lake and Long (2015) have investigated the various dimensions of strong NA. The arguments for relevant procedures have been collected from a 30-

year base of research in the field of TBLT. Serafini et al. (2015) state that triangulation of sources and methods produce better NAs. The triangulation of sources in NAs includes insider (prior/new student, status/role and native speaker {NS}/non-native speaker {NNS} of field-specific course domains) and outsider (teachers/ administrators) sources. The triangulation of methods includes both open qualitative methods (interviews and surveys with information gathering) and closed quantitative (surveys and questionnaires over targeted material resulting in quantifiable answers) methodologies (Serafini et al., 2015).

In TBLT and the designing of tasks upon completion of NA, there is an intersection between researchers/theory and practitioners/pedagogy that fosters classroom research. Researchers examine tasks in order to make theoretical claims while practitioners design tasks to foster L2 use and learning among students. However, the L2 use and learning are the data for examining what fosters effective outcomes (Baralt, Gilabert, and Robinson, 2014).

2.2.5 Task Design: Authenticity in Task Design, Task Types and Collaboration

Because TBLT focuses on real-world communicative uses, Long (2016) addresses rich input, chunk learning and authentic language use as essential components in task design. Nunan (1989) further expounds on *authenticity* for task design that is needed for both pedagogic tasks that precipitate real-world tasks that are the primary focal tasks of the syllabus. Interactional authenticity and/or situational authenticity are part of PT and RWT design. Interactional authenticity is considered to occur during pedagogical tasks when natural language processing is used (Nunan, 1989 as cited in Ellis, 2017). An example of this would be the use of locative prepositions in receiving and giving of directions such as is very common in spoken English. Although the interaction may occur in the classroom, it is considered to be an ‘authentic’ interaction’ in that it can also occur in situations outside of the classroom in everyday talk.

On the other hand, situational authenticity occurs when target tasks are designed with content-dependent material that can be found outside of the classroom (such as an interaction while booking a hotel room). RWTs are then reenactments of real-world scenarios providing situational authenticity such as the classroom instructor role-playing a grocery store clerk for more authentic engagement (Nunan, 1989 as cited in Ellis, 2017). Both situational authenticity and interactional authenticity are beneficial when examining *tasks* inside and outside of the classroom (Nunan, 1989). In the current study, target vocabulary items that are both context-dependent and high frequency in American spoken English provides both situational and interactional authenticity to selected vocabulary and tasks. Authenticity is an important component to task and syllabus design. Because tasks are the unit of analysis in TBLT, they are also the focus in syllabus design. In contrast to TSLT, the syllabi in TBLT are designed for a focus on a real communicative need (the ability to fill out a job application or successfully read and follow a map), but require learners to use L2 skills to perform the tasks with more technical language that is content-dependent. Under the umbrella of the analytic syllabus (using authentic language with meaning making as a central component), a task-based syllabus design that focuses on *task* as the unit of analysis was followed (Long and Crookes, 1992).

In defining and designing tasks, pedagogical task sequencing that includes design and implementation, utilizes various task types for guidance (Ellis, 2017; Long, 2009; Long, 2016, Willis, 1996). Tasks are classified in two dimensions according to Ellis (2003, 2017) input/output and focused/unfocused as described more in detail below:

1. Input based and unfocused language (learners process tasks “that do not require but do not prohibit production”, of L2 material that is not predetermined and/or prescriptive but rather general samples).

2. Output based and unfocused language (learners are producing in writing and/or oral speech that again what is not predetermined or prescriptive language).

3. Input based and focused language (learners process specific pre-determined linguistic features).

4. Output based and focused language (learners produce in writing or oral speech specific pre-determined linguistic features) (p. 510).

Task types are used in the purposeful sequencing of PTs. Focused tasks are conscious-raising tasks meant to elicit the processing and use of planned target linguistic features, while unfocused tasks are designed to guide learners' incidental attention to different forms (Ellis, 2016). The PTs in the current study were contained both input and output language in focused tasks and the unpredictable nature of task performance in public made the RWT1's a blend between some focused and some unfocused components. Although controversial to both Long (2016) and Skehan (1998) for different reasons, the use of focused vs. unfocused task types prove useful in a balanced task-based syllabus (Ellis, 2017). Because contexts outside the classroom can be unpredictable at times, the unfocused tasks can help prepare learners for ambiguous and uncertain situations where both receptive and productive language are needed.

Although Ellis's (2017) task types are beneficial, they are very broad in scope. In contrast to Ellis's (2017) description of task types, Van den Branden (2006) contributes to perspectives on task types with the following table that comes from within a particular school system (p. 32).

Table 1 *Task Types Described by Van den Branden*

Task type	**Description**
Skill	Speaking, listening, reading or writing or a combination of certain skills
Text genre	Instruction, story, answer to a question, question, account (e.g. of a

	personal experience), or description
Information Processing	Copying level, descriptive level, restructuring level and evaluative level of information processing
Interlocutor	Oneself, familiar peer, unfamiliar peer, familiar adult, unfamiliar adult
Topic	Physical and mental actions, concrete objects, personal experiences, experiences of others, personal opinions, feelings desires and those of others
Contextual Support	The 'here-and-now' versus the 'there-and-then'
Linguistic features	Frequent word list, frequent formulate, list of basic grammar rules, basic insights with regard to reading and writing

In Van den Branden's (2006) explanation of the development of task types in the Flemish school system, he states that one of the skills that should be utilized is that of incorporating *predetermined targeted* linguistic features and objectives. This includes the explanation of specific grammar rules embedded in the syllabus at predetermined times. Also, he stipulates that the text genre should be defined based on the level of the learners' proficiency and what type of message the learner can convey or understand in task performance. In information processing in this context, the level of the learner's language ability is more closely tracked in task design. The learner's interactions with interlocutors and topics of discussion are more meticulously checked. The contextual support allows for a time frame around which schema is built and identifying the targeted linguistic features that are highlighted in the lesson. In contrast task types vary as noted that Ellis's (2017) task types are for the broader TBLT community and Van den Branden's (2006) task types are provided by a more tailored school-system's approach to task design. The constraints of the school systems' standards of practice, and city/county/country laws and

policies are often mandated to educators. Following these restrictions, sometimes educators are influenced in how tasks are designed and how units of study are planned.

When working under school constraints, some obligatory components (i.e. such as the predetermined *linguistic features* skill) may not be an optional decision for the local teacher in classroom pedagogical task design. Although tasks are about 'doing', the tasks have more of a synthetic syllabus design and in some classes perhaps lean more towards TSLT. The constraints in the school system highlighted here are much more amiable towards the TBLT approach than many traditional school systems around the world. The instructors are bound by the system's policies to comply with these policies as they design and implement tasks. In Ellis's (2017) argument, it is these issues that currently shape the scope of TBLT. This issue, the definition of *task* and *what types of tasks should be included in TBLT* are part of real issues in current TBLT research later addressed in this paper. Thus, in the examination of task types that can be used in TBLT as guidelines provided for instructors, there are a wide range of institutional constraints that instructors can/must comply with in the design of task-based units of study. One overlap that is seen in the development of many TBLT and TSLT designs is the creation of tasks with various types of collaboration interwoven into the work plan schema. In addition to task type concerns, collaboration in interactions is another focal component.

Overall, TBLT research considers the definition of *task* complex and inclusive of, or affected by, many variables (i.e. task sequencing, cognitive processes, interactional processes, affective factors, task types, methodological considerations, and the development of task-based syllabi). Also, task and syllabus design of TBLT unit studies are determined by each instructor's philosophical and theoretical perspectives and thus, vary substantially in TBLT (Long and Crookes, 1991; Bruton, 2002; Danielhty and Long, 2003; Swan, 2005; Bygate, Norries, and Van

Den Branden, 2009; Long and Danielhty, 2009; Benson, 2015; Ellis, 2016; Long, 2016; Plonsky and Kim, 2016).

In developing task-based syllabi, Long (2016) outlines ten methodological principles that impact and shape well developed units of study. The methods were compiled and drawn from previous research on successful L2 development, as well as many philosophical underpinnings out of the field of education. Long's (2016) goal was to provide some guidelines in pedagogical procedures as instructors develop TBLT units of study. The following methodological principles and pedagogical procedures underpin the design and development of pedagogical and real-world tasks and thus, task-based syllabi (Long, 2015, 2016).

MP1: Use task, not text, as the unit of analysis

MP2: Promote learning by doing

MP3: Elaborate input

MP4: Provide rich input

MP5: Encourage inductive "chunk" learning

MP6: Focus on form

MP7: Provide negative feedback

MP8: Respect learner syllabi and developmental processes

MP9: Promote cooperative collaborative learning

MP10: Individualize instruction (p. 7).

When MPs are followed in the task-based syllabus design, then task-based criterion-referenced assessments can be developed. MP1 suggests that the 'task' is the central focus of the design (i.e. making a hotel reservation, securing transportation for a trip, etc.). In the current study, discount grocery shopping and choosing a quality product at the mall were both the central

foci of the two units of study. MP2 suggests that learning *by doing* is key. This shapes task design in having learners engaged in *doing* things of relevance for real world use.

In the current research, students performed tasks in mock simulations (PT2 in each unit) as experiential simulations 'doing discount grocery shopping', and then also went to real grocery stores to perform RWTs. Long (2016) stipulates that a great deal of input is needed. In addition to the amount of input, MP4 addresses the need for authentic, relevant and well-designed input. Chunk learning such as is found in collocations and n-gram models (i.e. language models that fall into word sequences called bigrams, trigrams, four-grams and so forth) where more extended strings of texts are learned and language that is often missing when solely textbooks are used. Thus, meaning can sometimes be assigned to the entire 'chunk' (MP5) as opposed to parsing out a string or text for meaning(s). This type of language can be very domain-specific, which is another feature very different than what commercial textbooks provide (Long, 2016) .

In the current study, target vocabulary items were chosen from audio-recorded transcripts of the researcher's domain site visits prior to the units of study, making the language authentic and domain-specific. Focus on form (MP6) is a central tenet of TBLT where meaning making is prioritized over solely learning syntactic and/or grammatical rules and features. The current study examined accuracy in light of *meaning making* and conveying a message. Negative feedback (i.e. the correction of errors) in MP7 helps learners identify their grammatical needs when the learners themselves are more developmentally ready for attention to grammar and are concerned about it. This speaks to timing and the readiness of the learner as opposed to an arbitrary moment in time where a lesson predetermines the instruction of a particular grammar feature (Long, 2016). Protocol in the current study was for learners to ask for help in grammatical and syntactic concerns when they arise, and learners needed clarification or

instruction in these linguistic features. Grammar instruction was readily provided in each lesson per request by different pairs of learners and based on their own needs/interests in instruction. Sometimes the instructional sessions lasted longer than others based on the learners' specific questions. Sometimes the sessions became whole-class interactions over grammar and other instances remained quiet to an individual and/or pair. The teacher circulated among the learners and facilitated any explanations or instruction as needed.

The learner syllabi and developmental processes found in MP8 refer to learners' individual language needs that arise during task performance as he/she is striving for understanding of meaning, function or new form and he/she has his/her attention on the new input (Long, 1997). There is a need for instructors to focus their attention on learners' linguistic needs in this timely moment in order to foster better learning outcomes. In the current study, some learners helped each other in grammatical and syntactic discussions and the instructor did not intervene unless the pair was struggling, or the information was erroneous. Collaboration in task performance was paramount in the current study.

In MP9, collaborative interactions imply engagement between with learner-learner, learner-instructor and learner-interlocutor(s) interactions. This methodological principle has been found to foster better learning outcomes by a number of contributing scholars (Bruton, 2002; Dobao, 2014; Eckerth, 2009; Foster and Ohta, 2005; Kim, 2008; Kim and McDonough, 2008; Kim and Taguchi, 2016). Communicative competency, a central tenet in TBLT, is fostered in this methodological principle and promotes collaborative learning (Long, 2015). There is very strong empirical evidence that TBLT both philosophically and practically facilitates collaborative learning. Long (2015) states, "Research has documented the positive effects of cooperative, collaborative group work on attainment in subject-matter learning" (p. 324).

Finally, MP10, stipulates individualized instruction that encourages learner interest and the use of tailored relevant plans of study. Each learner in the current study had overlap and distinction in the outcomes of the investigation. From the NA, to primary RWT1 completion in the public domain sites, the learners pursued target vocabulary items as well as unique incidental content-specific material that was of interest throughout the units of study.

Many contributing scholars have researched the benefits of collaborative interactions in TBLT in the classroom and laboratory (Bruton, 2002; Dobao, 2014; Eckerth, 2009; Foster and Ohta, 2005; Kim, 2008; Kim and McDonough, 2008; Kim and Taguchi, 2016). Collaboration is also part of Robinson's (2007) Triadic Componential Framework under task conditions (i.e. interactional demands). In addition to many other benefits, collaborative learner-learner and learner-teacher interactions are greatly facilitated in TBLT and have proven to provide great benefit to learning (Ellis, 2017; Kim, 2008; Long, 2016; Robinson, 2011). Long's (1998) Interaction Hypothesis and other TBLT research contribute to a better understanding of the collaborative interaction component that affects and facilitates learners' interlanguage development (Gass and Mackey, 2007; Gass, Mackey and Pica, 1998; Pica as cited in Robinson in 2011).

Collaboration is promoted in TBLT in various constructs such as the methodological principles, the task types and in task sequencing for classroom practice by TBLT advocates (Ellis, 2017; Long, 2016, Baralt, Gilabert and Robinson, 2014). Because collaborative dialogue is both a "means of communication and a cognitive tool" a theoretical framework became necessary for data analysis (Swain and Lapkin, 1998, p. 320). Swain and Lapkin's (1998) theoretical framework utilizes language related episodes (LREs) where learners "talk about the language they are producing" (p. 326). LREs allow researchers to examine collaborative

interactions and analyze data when meaning is being clarified, checked, and negotiated (Kim and McDonough, 2008; Kim and Taguchi, 2016; Swain and Lapkin, 1998). In LREs, learners can check spelling or discuss and negotiate meaning by either defining a word or conceptually using it in a collaborative interaction. Reformulation in learner errors is another form of LREs (Kim and Taguchi, 2015). LREs are analyzed and coded to measure lexical control in the process of vocabulary acquisition. LREs are predominately found in classroom and laboratory research and have not been explored in real-world contexts that are outside the classroom or laboratory in a local community setting. LREs are evident in the current research as part of *language skill development* (an emerging theme in the qualitative data) that occurs during task performance.

Collaborative interactions between partners (learner-learner, learner-instructor and learner-unknown interlocutor) add great insight into the following areas: speech patterns (such as in observing linguistic features), identifying emerging themes in conversations (such as narrations, information sharing, information gathering, etc.), focusing on the development and use of a learner's second language, investigating group work, investigating pair work and investigating whole class-work. Researchers examine these types of collaborations to better ascertain what groups of students work best when utilizing certain interactive structures. Different interactions provide different learning opportunities for learners' L2 development. In the variety of participatory structures mentioned as a current issue in TBLT, certain appropriate structures may facilitate or impede learners in classroom interactions during task performance. One example of this may be of a beginner level learner that lacks sufficient proficiency in order to participate in some group discussions.

Although the participatory structures discussed here are all classroom based, many if not most L2 learners will also face interactions with unknown interlocutors in social situations that

are seldom considered as part of a valuable learning process. Gurzynski-Weiss and Plonksy (2017) wrote, “the individual differences of these interlocutors have not been an explicit focus of theoretical discussion within the interaction approach” (p. 305). Identified here as a gap, further examination of learner-unfamiliar interlocutor participation (i.e. proficient English speakers in public domain sites, largely unknown to the learner) is of relevance in the continued research on the effects of collaboration in TBLT. Collaborative interactions are paramount when considering task design and are a contributing element to L2 development, and perhaps even an additional type of participatory variable (i.e. learner- ±familiar interlocutor interactions) per the TCF. The learner-unknown interlocutor variable is also an identifiable gap for examination as to interlanguage development and L2 learning. The need to examine participatory structures and other concerns are of importance in the ongoing discussion of TBLT issues. The following section discusses current issues and non-issues in recent TBLT debate.

2.3 Real Issues and Non-Issues in Task-Based Language Teaching

Real issues and non-issues per Long (2016) and Ellis (2017) have identified some current areas of need in research. Although many *alleged problems* are considered non-issues at one end of the TBLT spectrum, the other end argues that the meaning of ‘task’, the role of ‘explicit instruction’ and a ‘focus-on-form’ compatible with TBLT, among other issues, need further research and clarity within the field (Ellis, 2017; Long, 2016). As substantiated earlier in the description of task types by Van den Branden (2006), some school systems have educational restraints that may mandate explicit instruction in the classroom and require stricter guidelines when identifying acceptable tasks for the classroom. Thus, the arguments in TBLT as to what issues are valid, depends on the researcher’s/instructor’s/institution’s perspectives into the TBLT spectrum. There is some overlap, however, in the opposing positions. The real issues that overlap

from within the TBLT community of practice stated by both Long (2016) and Ellis (2017) have limited overlap and are mentioned here in Figure 1 as follows:

Ellis (2017, p. 508)	Long (2016)
1. What is a 'task'? 2. What types of tasks should figure in a given type of a task-based course? 3. What makes a task complex and how can tasks be sequenced effectively? 4. What is the role of explicit instruction? 5. What types of focus-on-form are compatible with task-based teaching? 6. What types of corrective feedback are compatible with task-based teaching? 7. Should feedback be immediate or delayed until a task has been completed? 8. What kinds of participatory structure – group/pair work versus whole-class– are compatible with task-based teaching? 9. Are task-based abilities ***transferable***? 10. How can teacher education programs enable teachers to overcome the problems they face in task-based teaching?	1. Task complexity criteria 2. Task-based assessment and the ***transferability*** of task-based abilities 3. In-service teacher education for TBLT

Figure 2. Real issues in TBLT Research Presented by Ellis (2017) and Long (2016) (Cited from Kim, In Press, p. 11)

These dichotic perspectives leave limited space for overlap albeit this dissertation addresses an overlap that both scholars suggest as largely neglected in TBLT research. This overlap is that of *transferability* of learned skills and linguistic features in the performance of tasks. When and how does learning happen? Some of the current debate surrounding TBLT can also be seen in research and discussion on L2 acquisition and instruction in general. Ellis (2017) suggests one real issue of how task complexity and task sequencing make 'task' effective. By increasing resource-directing and resource-dispersing variables (conceptual and procedural demands are increased), the increase in cognitive complexity or procedural performative demands can further challenge learners and may subsequently increase learner L2 developmental gains. For the purposes of the current dissertation, a more analytic syllabus (holistic, learner-driven, communicative-based syllabus) was created utilizing Robinson's (2007) TCF and Robinson's (2010) SSARC model for task sequencing and design. Task sequencing and design have intentionally focused on an examination of transferability of task skills and linguistic knowledge throughout PT and RWT performance in multiple contexts (Baralt, Gilabert and Robinson, 2014).

In addition to task complexity and task sequencing additional issues were debated. As a result of the many variations and varieties surrounding TBLT, such as Task-Supported Language Teaching (TSLT) and Task-Referenced Language Teaching (TRLT), real issues and non-issues have been introduced by Ellis (2017) and Long (2016). Current issues argued by Ellis (2017) are discussed from a broader interpretation of TBLT. These include current arguments favoring TSLT and TRLT that are considered to be in contrast to the narrower scope argued by Long (2016) in TBLT. Long (2016) asserts that many 'non-issues' are perhaps mere criticisms coming from some scholars in opposition to the approach that can be considered a lack of understanding

or are "'misunderstandings' about TBLT" (Ellis, 2017, p. 507). Real issues (i.e. issues of genuine concern from within the TBLT community of practice) and non-issues (i.e. issues debated as coming from mere criticism or misunderstanding from opponents to the approach) in TBLT constitute valid concerns for the future of TBLT research and teaching. Disagreement remains as to the definition of 'TBLT' itself as an approach and the numerous interpretations or misinterpretations that fuel much current investigation. Of the many issues listed in current debate, the primary focus of the current dissertation was on the examination of 'transferability'.

2.3.1 Transferability

A real issue agreed upon by both Ellis (2017) and Long (2016) is that of *transferability* (i.e. the transfer in task-based abilities and/or linguistic features, as learners progress from one task to subsequent tasks). Task transfer can be examined between sequenced pedagogical tasks, and/or transfer from pedagogical tasks to primary target tasks. Task transfer is important in TBLT in order to validate that L2 learning occurs during task performance and is transferred to subsequent tasks. Of equal importance, is the L2 learners' transfer of abilities and linguistic features in order to effectively complete criterion-referenced performance tasks as assessment (Ellis, 2017; Long, 2016). Do task abilities (including non-linguistic skills) and linguistic features transfer during PT sequences for learning to occur? Is transfer demonstrated in the completion and assessment of RWTs? If task transfer occurs, then what does it look like? Many questions remain about how transfer occurs in PT and RWTs in TBLT. Current interest in transferability includes non-linguistic and linguistic features that can be transferred during task performances. With an understanding of how transfer occurs, improvement in TBLT practices would facilitate appropriate task design to ensure that abilities and target features transfer for L2 learning. If learners perform tasks in the classroom, and skills and abilities used to perform that

task can subsequently be applied to perform tasks outside the classroom, in real scenarios, then the skills were transferred. Insight into transfer can also potentially affect the design and implementation of more accurate assessment. Task transfer in TBLT at present is an ambiguous and complex concept.

The issue of *transfer* is historically one found across multiple disciplines. There is a *cross-pollination* that happens among disciplines with the concept of transfer found in psychology, education, linguistics, and more specifically in this paper, SLA and L2 instruction. Singley and Anderson (1989) state that this issue of transferability is not only theoretical, but also a basic educational issue. *Transferability* is a term borrowed from psychology and simply asks how the knowledge applied in one domain might transfer to another domain (Singley and Anderson, 1989). In Singley and Anderson's (1989) book on *The Transfer of Cognitive Skills*, transfer is defined as, "how knowledge acquired in one situation applies (or fails to apply) in other situations" (Singley et al., 1989, p. 1). Benson (2015) states that due to the different models and taxonomies found in various fields on transfer, it is difficult to find agreement among scholars on how transfer is operationalized and examined. Taatgen (2013) from the field of psychology states, "There are many reasons to believe skills are not independent of each other, but are closely interrelated, and build upon each other" (p. 439). The *interrelatedness* in Taatgen's (2013) study suggests that isolating certain components in task transfer can potentially limit understanding of how transfer occurs. A more holistic approach, such as in case study research, may add great benefit to current investigation in the examination of the interrelatedness of variables during task transfer.

Examining transfer in TBLT is the investigation of when and how task skills and linguistic features can be used when transitioning from one task to subsequent tasks. As a real

issue currently agreed upon by both Long (2016) and Ellis (2017), the issue of *transfer* is historically one found across multiple disciplines and not exclusive to L2 instruction and learning or a particular instructional approach. There is a cross-pollination that happens among disciplines with the concept of transfer found in psychology, education, linguistics, and more specifically in SLA and L2 instruction. Singley and Anderson (1989) state that this issue of transferability is not only theoretical, but also a basic educational issue. Singley and Anderson (1989) define transfer as, "how knowledge acquired in one situation applies (or fails to apply) in other situations" (p. 1). Thus, in the current study transfer in task performance competencies (interactive and learner variables) as well as vocabulary learning were examined.

When transfer is examined, the nature of knowledge and how it is used must also be considered. In DeKeyser's (2007) explanation of *Skill Acquisition Theory*, the phenomena of behavioral patterns that follow the same basic principles in learning a new skill (such as riding a bike) contribute to an understanding of how knowledge can be transferred. If acquiring a new language is considered to be learning a skill, then the basic principles in skill acquisition theory apply. One weakness of Skill Acquisition Theory, however, is that it is more behavioral in nature and language acquisition is intertwined with behavioral and cognitive skills.

Borrowing from psychology, as other linguists and applied linguists have done, DeKeyser (2007) states that knowledge can be acquired through "perceptive observation and analysis" or in instruction or a combination of the two (p. 95). First, declarative knowledge (i.e. a knowledge *about* something) implies some type of learning has occurred through observation or instruction (written and/or oral). When knowledge is 'acted on' turning it into a behavior then a transition is considered to have occurred called procedural knowledge (i.e. an ability to *do* something). Some theorists challenge a linear progression such as suggested in Skill Acquisition

Theory (Cameron and Larsen-Freeman, 2007). The theory suggests that if an individual has seen a bike, heard about the peddles, handle bars and wheels and subsequently learns to ride the bike, then his declarative knowledge about the bike transitions to procedural knowledge where he can ride the bike. It is not the purpose of this paper to argue for Skill Acquisition Theory, but rather to borrow terminology that describes behavioral and cognitive knowledge and learning.

Because transfer is investigated in both behaviors (non-linguistic task performance skills) and language (linguistic features), then both behavioral and cognitive abilities were examined. However, it is noted that declarative knowledge is drawn on while using procedural knowledge and thus, makes the two intertwined (making it difficult to tell one from the other). Dekeyser (2013, 2018) suggests that skill acquisition principles are applicable to language learning much the same as other skills. For the purposes of the current research, transfer of skills (of behavior and/or language) would then include any ability used during one PT that was used in a subsequent task. Transfer occurred when a learner followed all the steps in the first task (behaviorally) and then subsequently followed the steps again in the second task. Transfer also occurred when language used to complete task performance requirements in the first task was also subsequently used during a second task performance. Many practitioners wonder if target words learned during PTs in the classroom can then be transferred to other contexts outside the classroom. In the current research, both non-linguistic and linguistic skills were examined for transfer in task performance skills and vocabulary. Additionally, vocabulary learning and the benefits of examining vocabulary learning are now highlighted in the following sub-section.

2.3 Vocabulary learning in Task-Based Language Teaching

Because vocabulary is a necessary component of second language learning, it is also an area of focus in TBLT research (De la Fuente, 2002; Foster and Ohta, 2005; Kim, 2011; Nation, 2001, 2013; Newton, 2013). High frequency words in English contexts (i.e. North America or

Great Britain) are found in 95% of spoken and written vernacular language (Nation, 2013). The current dissertation focuses on vocabulary learning through task performance in oral FTF and SMS mobile-mediated learner-learner interactions. It also highlights oral FTF learner-instructor and learner-unknown interlocutor interactions all of which transpire in authentic American English. To date, grammar has been the focus of many TBLT studies (Keck and Kim, 2014; Gurzynski-Weiss, 2017, Gurzynski-Weiss, Long and Solon, 2017; Marzban and Mokhberi, 2012; Plonsky and Kim 2016). Long states that one benefit of using TBLT in general, is the benefit of vocabulary learning. The TBLT approach offers far more 'relevant lexis and collocations' that come from authentic sources than those found in commercial curriculums (Long 2016, p. 17). Long (2016) also stipulates that there are additional benefits for advanced learners' acquisition of specialized lexis when most grammar that is needed by them is already mastered.

In TBLT, the 'domain' is the site or real-world context where a target task might be completed. One example of a domain site might be a particular supermarket where an adult learner wants to fill out a job application. Because domain sites vary a great deal (i.e. super markets are far different from museums), target discourse in TBLT is chosen and emphasized as lexis and collocations coming from appropriate and more specific domains (Long 2016). These domain-specific target vocabulary items are embedded in PTs, as they are key to the subsequent primary target task completion. Attention to this lexis in PTs allows for a gradual uptake through frequent and intentional use (Nation 2006). Target vocabulary items are used in interactional tasks and this contributes to vocabulary acquisition in TBLT (Kim, 2016).

Gass (2013) stipulates that lexical knowledge can be seen through a learner's knowledge and control of vocabulary. Knowledge is defined by Gass (2013) as how lexicon is represented in

the mind. Control is the means, or process, by which a learner controls systems during language use or performance. Thus, lexical knowledge and lexical control are seen differently (i.e. frequency of use is vocabulary knowledge vs. correctness of use is demonstrated control over it within a system) but both are seen in reception and production of vocabulary used in interactions (Gass, 2013).

Experts in vocabulary learning state that learning new words is often too ambiguously defined (Nagy and Scott, 2000; Teichroew, 1982 as found in Nation, 2013; Williams and Cheung, 2011). The process of acquisition from declarative to procedural knowledge and then ending with atomization can be a multi-step process. This process is heavily affected by the learner's L1/L2 relationship (i.e. how similar or different they may be orthographically and syntactically) as well as his/her depth and breadth of vocabulary knowledge in their L1 (Nation, 2013). Additionally, some vocabulary-learning scholars view the process of acquisition of productive knowledge as being included under the larger umbrella of receptive knowledge and as occurring more in a continuum than as disassociated skills (Nation, 2013). Learning words in a continuum progressing from receptive to productive knowledge is the position of the current research project. Here, vocabulary learning is believed to occur in a process that is potentially transferable and can be more accurately seen in increments (Baldwin, Ford and Blume, 2017; Barnett and Ceci, 2002; Nagy and Scott, 2000; Nation, 2013; Singley and Anderson, 1989;). Successful transfer occurs when target vocabulary is perceived and/or used within the process of learning in one of the increments. The transfer of vocabulary in general can be observed in second language acquisition (SLA) because additional languages are continually being acquired. But some questions still remain. When and how do vocabulary words transfer? What facilitates or impedes the transfer of vocabulary?

In vocabulary acquisition, increments are distinguishable between receptive and productive knowledge in learning new words. The following table displays various receptive (R) and productive (P) components from Nation's (2013) explanation of what is involved in knowing a word:

Table 2

"What is Involved in Knowing a Word" (Nation, 2013, p. 49)

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
Meaning	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	Concepts and		

	Referrents	R	What is included in the concept?
		P	What items can the concept refer to?
	Associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	grammatical Functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	Collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	Constraints on use (Register, frequency)	R	Where, when and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

Note: R = receptive knowledge, P = productive knowledge (p. 49).

In this table, Nation (2013) clarifies the distinction between receptive and productive language skills with sub-categories of form, meaning and use that are necessary to recognize, understand and use new vocabulary. In regard to the table above, Nation (2013) states, "when they are applied to vocabulary, these terms cover all the aspects of what is involved in knowing a word. Table 1 lists these aspects using a model that emphasizes the parts" (p. 48). Nation (2013) displays each of these aspects as further categorized into form (i.e. spoken, written and word parts), meaning (i.e. form and meaning, concept and referents, and associations) and finally use (i.e. grammatical functions, collocations and constraints on use), providing a model for what is meant by *to know a word*. Although often thought to occur in a progression or continuum, vocabulary learning may or may not be linear in how it occurs (as Meara, 1990 cited in Nation, 2013). Nation's model provides a more incremental perspective when examining vocabulary acquisition.

In vocabulary learning, specific words can be measured in examination of learners' self-perceived and demonstrated knowledge (Kim, 2011; Paribakht and Wesche, 1993). In the investigation of receptive and productive vocabulary knowledge, a self-report tool can be utilized to better gauge learner self-perceived and demonstrated vocabulary knowledge in written form of new words. Paribakht and Wesche (1993) provide a vocabulary knowledge scale (VKS) as "an attempt to capture different levels of self-perceived knowledge of specific words" (p. 15). A modified VKS 5-point version of this scale is used in the current study:

1. I haven't seen this word.
2. I recognize this word, but I don't know what it means.
3. I recognize this word and I think it means 'X'.
4. I know this word and it means 'X'.

5. I can use this word in a sentence.

The VKS provides beneficial insight into the words that learners know/use in receptive and productive language skills exhibiting declarative and procedural knowledge upon task completion.

Additionally, in vocabulary acquisition, intentional (i.e. deliberate and/or planned) vocabulary learning and incidental (i.e. unfamiliar words learned in passing by chance and/or unplanned) vocabulary learning are examined (Newton, 2001; 2013). In Newton's (2013) study, unfamiliar words were learned in written input and in interlocutors' speech. The need for negotiation of words during task performance increased incidental word knowledge. In this study, Newton (2013) suggested that clear vocabulary use in task design was necessary for the formation of intentional vocabulary learning.

2.4 Task-based vocabulary learning through Pair and Small Group Collaborative Work

One area that has been examined in task-based learning with communication tasks is negotiation of meaning through task-based interaction (Ellis, 2003; Ellis and Shintani, 2013). Negotiation of meaning occurs in L2 learning when participants "notice and attend to learnable language features" (Newton, 2013, p. 165). Prabhu (1987) argues that the acquisition of a given linguistic structure is not a "one step" procedure, but rather occurs when the learner's focus is on meaning and communication occurs through negotiated (i.e. a process through which an agreement transpires) interaction back and forth between learners (Long and Crookes, 1992, p. 10). Ellis (2012) states that negotiation of meaning happens when there is a breakdown in communication, such as lack of clarity or understanding, and the interlocutor wants to resolve the misunderstanding through talking about it. This negotiating process is usually accomplished through a turn-taking interchange and an exchange of information. Prabhu (1987) emphasizes 'negotiation' or collaborative interactions that occur during cognitive tasks (i.e. information gap

tasks, reasoning gap tasks, and opening gap tasks). Ellis (2012) refers to this as a "conversational strategy" that when used in TBLT as part of task design in eliciting more frequently negotiated episodes that promote greater language learning (p.204).

Negotiation of meaning is a large part of pedagogical and real-world task design where collaborative interactions embedded in tasks have been demonstrated to potentially provide greater learning opportunities. Much of vocabulary acquisition and negotiation in interactions have been examined in classroom and laboratory settings (Ellis and He, 1999; Eckerth, 2009; Foster, 1998; Foster and Ohta, 2005; Fuji and Mackey, 2009; Fuji, Obata and Tanabe, 2008; Gass, Mackey and Ross-Feldmann, 2011; Kim, 2011; Newton, 2013; Pica, 1994b) Essentially, tasks that promote negotiation are real, socially situated tasks that need to be performed in the real-world (Ellis, 2017). Although much research has provided great insight into vocabulary acquisition in the classroom and laboratory, little is known about vocabulary and negotiation in interactions that occur outside the classroom or laboratory. The remaining gap in how learners negotiate vocabulary spelling, pronunciation and meaning with unknown interlocutors in public settings is examined in the current dissertation.

Collaborative tasks and negotiation of meaning have been shown to add great benefit to L2 gains. Vocabulary research is not an exception to this. Swain and Lapkin (1998) explored vocabulary acquisition in second language (L2) collaborative interactions where language related episodes (LREs) were used. LREs occur when learners talk about particular vocabulary. LREs allow researchers to look at collaborative interactions and analyze data when vocabulary spelling, pronunciation and meaning are being clarified, checked, and negotiated (Kim and McDonough, 2008; Kim and Taguchi, 2016; Swain and Lapkin, 1998). In LREs, learners discuss meaning by either defining a word or conceptually using it in a collaborative interaction.

Although much credit for vocabulary learning has been attributed to negotiation of meaning in LREs, Newton's (2013) study found that many new words were learned that were not negotiated during task performance. Thus, having negotiation of meaning in LREs is not the only means in which vocabulary learning occurs. Learners in the current dissertation did exhibit some LREs, but there were many other dynamics that contributed to vocabulary learning as well. One dynamic observed in the current research was that of modality. Vocabulary learning was examined for the impact that oral and/or written modalities had on learning and outcomes.

2.5 Task Modality

The use of oral and written modalities in task design is another area of valuable exploration in current research (Adams, Alwi and Newton, 2015; Blake, 2009; Ferrari and Nuzzo, 2009; Kitabe, 2008; Kormos, 2014; Kormos and Trebits, 2012; Payant and Kim, 2015; Smith, 2003; Ziegler, 2015). Communication through the use of technology increasingly has added interesting dynamics in L2 acquisition and interlanguage development. Current research into Computer-Mediated Communication (CMC) notes many benefits to learners' oral and written L2 development (Adams et al., 2015; Blake, 2009; Kitade, 2008; Smith, 2003: Ziegler, 2015). CMC occurs in asynchronous (i.e. ACMC such as e-mail, online discussion groups and podcasts) and synchronous (i.e. SCMC such as text messaging (chats) and video and audio formats). Text-based chat is considered to be an economical and reliable form of SCMC (Adams et al., 2015; Smith, 2003). Adams et al. (2015) described text-based chat as having characteristics of both spoken and written language with spontaneous exchanges of information in real time. Multiple interlocutors can be involved with a written record of the chat. A simplified register is used and "communication evolves" (Adams et al., 2015, p.65). In Ziegler's (2015) findings, while face-to-face (FTF, which is live interaction between one person or more) interactions provide visual, verbal and gestural clues that enhance and facilitate learning, SCMC-

text chats provide "developmental support" through written dialogue that allows learners access to a written record to notice and attend to language (Ziegler, 2015, p. 575). Although the use of text chat has a real-time conversational feel, there is written input processing that also occurs that facilitates productive L2 development. In addition to a simplified register and syntax when utilizing SCMC-text chat, abbreviations and semiotic symbols (i.e. emoji -  , *'likes'* -  , pictures, signs, script and many types of imagery) can also be embedded in meaning making exchanges. These features and functions in SMS text chat are also available for use during mobile-assisted language learning (MALL). MALL refers to small portable devices that are considered to be more accessible and affordable to learners in mainstream educational systems (Chaka, 2009). Although MALL devices are network supported like computers, they are portable.

The current dissertation adds to the exploration of MALL in curricular integration in both pedagogical and real-world task performances. Sometimes there is a discrepancy in defining what is portable: the *learner* or the *device* (Burston, 2014). Palalas (2011) states that, "MALL can be defined as language learning enabled by the mobility of the learner and . . . portability of handheld devices . . ." (p. 76-77). This definition incorporates both the notion of the mobility of the learner as well as the portability of a small hand-held device (i.e. an MP3 player, a personal digital assistant or a mobile phone). Both notions are pertinent to this dissertation. What distinguishes MALL from CALL is the mobility factor of both the learner and the device. Burston (2014) states that MALL can provide "anywhere, anytime learning" that is advantageous to the L2 learner (p. 103). Mobile-mediated interaction can occur in any location, but it is not an interaction with an unknown interlocutor. This type of interactions is still a learner-learner (or

learner-instructor) mediated interaction. Recent studies have demonstrated that SMS (short message service or text messages) have contributed to learners' vocabulary knowledge (Burston, 2014; Li, 2009; Saran, Seferoglu and Cagiltay, 2012; Song, 2008). In Song's 2008 article, SMS mobile phone text chats were used to foster greater vocabulary knowledge. In the laboratory, a web-based class context, the learners' showed significant improvement in vocabulary learning. Because SMS messaging has demonstrated increases in learning in the laboratory setting, additional insight into a gap in research regarding how learner outcomes are affected when they leave the classroom/laboratory would also be of great benefit. In current research into mobile devices used outside of the classroom, the devices are generally investigated as to *how* they are used when outside of the classroom/lab (Byrne and Diem, 2014; Godwin-Jones, 2017; Kim, Ruekert, Kim and Seo, 2013; Leis, Tohei and Cooke, 2015). One example is Kim, Ruekert, Kim and Seo's (2013) study where fifty-three students' use of MALL devices were tracked outside of the classroom. Frequency of use and affective factors (reaction to new technology and motivation to use new technology) were tracked. No learning outcomes were observed during this study, although the use of MALL devices outside of the classroom was investigated. Within the community of MALL advocates, the use of mobile devices is generally viewed as a learner-empowerment to continue learning 'anywhere/anytime' (Burston, 2014).

The development of MALL studies that extend beyond the classroom have also been discussed at great length and promoted for general learning benefits in investigating SMS text chat use for concise vocabulary lessons, applications, social network learning and vocabulary activities (Houser, Thornton, Yokoi, and Yasuda, 2001; Thornton and Houser, 2001a, 2001b, 2002; de Jong, Specht, and Koper, 2010; Edge, Searle, Chiu, Zhao, and Landay, 2011; Sandberg, Maris, and de Geus, 2011; Wu, Sung, Huang, Yang, and Yang, 2011). Burston (2014) states that

85% of MALL studies are teacher-centered and 75% of vocabulary studies involve individual learner activities as opposed to collaborative interactions in task performance via text chat. Little is known about mobile–mediated, learner-learner interactions during task performance. This type of curricular integration is not teacher-centered or individually motivated, but rather examines learner dyads working in tandem to complete task requirements.

Most examination of learning outcomes in regards to vocabulary learning via text chats have been observed within controlled contexts such as the classroom and/or laboratory (Song, 2008). Little is known about how students' vocabulary knowledge is affected through mobile-mediated learner-learner interactions when students perform tasks in the classroom and then leave the classroom or laboratory context and perform tasks out in the community. The current dissertation wants to address this gap in research by observing learner outcomes when RWT performance is in public out of the classroom/laboratory while using SMS WhatsApp text chats in TBLT learner-learner collaborative interactions.

2.6 The Research Gaps and Research Questions

As a real issue in TBLT research, it would be of great benefit to investigate how L2 abilities/competencies and vocabulary knowledge demonstrated during PTs developmentally can transfer in RWT performance in a study abroad (SA) context (Ellis, 2017; Long, 2016). A gap remains in research regarding transferability of non-linguistic and linguistic skills during PT and RWT performance. Moreover, in previous studies examining pedagogical sequencing and task transfer, there is little known about vocabulary learning throughout the use of PTs (with task-induced target vocabulary items) that begins in the classroom and concludes with final task completion outside the classroom in a local community. Additionally, gaps still remain regarding the utilization of written and oral task modalities in learner-learner mobile mediated interactions (Burston, 2014) and in learner-unknown interlocutor interactions in public domain sites

(Gurzynski-Weiss and Plonsky 2017). Therefore, the current research examined the transfer of task performance abilities and target vocabulary during PT and RWT completion both in the classroom and out in the local community in two modalities and with three different interlocutor types. To address these research gaps, the current dissertation was guided by the following research questions:

RQ 1: To what extent are task performance skills and abilities transferred during PT and RWTs?

RQ 2: To what extent do receptive input and productive output frequencies of use of target vocabulary items transfer from pedagogical tasks performed in the classroom to real world tasks in public?

RQ 3: How do pedagogic tasks and real-world tasks impact students' vocabulary learning over time?

RQ 4: How does task modality impact learner-learner collaborative interactions?

RQ5: How do students perceive the role of pedagogical and real-world tasks?

3 METHODOLOGY

3.1 Present Study

3.1.1 Setting

The study was conducted in a private non-profit SA program in a university in the southeastern region of the U.S. The Conexión Training Study Abroad (SA) Program was designed for adult learners from Central and South America that intended to move into international contexts and needed additional English language skills for professional work and/ or Christian ministry purposes. The participants attend English as a Second Language (ESL) classes from Monday to Thursday for four hours a day with independent study assignments in

the afternoons. Also required is a weekly in-community field trip on Fridays. The program adopts a TBLT approach in engaging learners with real-world functional tasks in the community (i.e. opening back accounts, enrolling children in school, finding goods and making purchases, etc.). TBLT classes are designed and regularly conducted from Monday to Thursday in the classroom and then culminate with real-world task performance out in the local community on field trips each Friday

3.1.2 Researcher-Instructor Positioning

The researcher in the current study was a Ph.D. candidate in a university in the southeastern region of the United States. I designed work plans for the TBLT units of study and provided instruction for both the classroom and field trip outings. The TBLT units of study were selected from Needs Analyses (NA) conducted at the beginning of the semester. Various realia (from the internet, from real-world scenarios and/ or from previous outings) were used to develop instructional as well as real-world tasks.

The researcher also played the role of instructor in teaching the two units of study and thus at times, the term, 'researcher/instructor', was noted. Prior to research, the researcher administered the entry proficiency/placement evaluations for all four participants. A second rater was recruited from a recent pool of graduates in the Master's program of the same university. Both trained raters evaluated the oral and written assessments. The researcher/instructor conducted all qualitative interviews and administrated all VKS assessments and Learning Journal feedback sessions. Also, she taught the pre-research practice session and prepared and carried out all PT and RWTs (Please see Appendix D for the mock simulation and Appendix G for pictures of the grocery store). She administrated the delayed VKS posttests two weeks upon completion of each unit of study.

Researcher observations and comments were written down in field notes during the course of the entire research project. When researcher observations are added, each one is noted that it is from the researcher/instructor. Learners were asked to be honest and transparent about perceptions without regard to researcher/instructor feelings. Students provided both positive and negative impressions of different components of the units of study during interviews and discussions. The researcher/instructor's position with learners was one of neutrality and asking learners of perceptions about the validity of this approach in second language instruction

3.1.3 Participants

There were seventeen new students enrolled in the program from Portuguese and Spanish speaking countries with varying degrees of proficiency. Four adult Spanish speaking ESL learners in a lower level class participated in the study. The students were solicited based on their first language (Spanish) and proficiency level (lower level speakers). The table below displays participant biographical information. As shown in Table 3, all four learners are professionals seeking to improve their English language skills for engagement in professional correspondences, reading English books within their disciplines and engaging in dialogues with English speaking professional peers. They chose to come to the United States for between four months and one year to better understand American English for the development of their own networking with other English speaking professionals, a higher degree of professionalism through increased comprehension of written English materials and the desire to make further professional contacts with North American English speakers in their fields of study.

Table 3

Introduction of Focal Participants

Student	Lupe	Hermosa	Franco	Daniel
Age	25	35	30	40
Gender	Female	Female	Male	Male

Education	Bachelor's Degree	Bachelor's Degree + 10 years in Engineering	Bachelor's Degree + 5 years experience	Ph.D. in Political Science
Profession	Educator and small Business Owner	Engineer	Economist with the Ecuadorian Government	Public Policy Official from Colombia
Prior English Experience	2 Years in high school (a gap) and then 10 months of private classes	3 Years in a public high school	Some classes in high school	Some classes in high school
English Proficiency	Intermediate-low (ACTFL)	Novice-high (ACTFL)	Novice-high (ACTFL)	Intermediate-low (ACTFL)
Native Language	Spanish	Spanish	Spanish	Spanish

The following section highlights each student in this case study: Lupe, Hermosa, Franco and Daniel.

Lupe

Lupe was a Spanish speaking 25 year-old female from Ecuador with intermediate-low speaking ability in English. Lupe had two years of English in high school as part of required coursework and reported briefly studying English in a private school in Ecuador for 10 months sometime prior to attending the program in the U.S. Lupe graduated from college with a bachelor's degree in education, but soon after graduation opened a small school supply store near her home. She has been running her own small business for two years. She was married but had no children. Lupe and her husband wanted to accept a position overseas, perhaps with a non-government organization in community development projects in the near future, but needed English language skills in order to do so. Similar to Lupe, all the participants in the current study are university graduates and professionals in various fields. Although Lupe was a small business

owner, Hermosa worked as an engineer in a corporation before coming to the U.S. based SA.

Hermosa

Hermosa was a Spanish speaking 35 year-old female from Colombia with novice-high proficiency in English. Hermosa had previously studied English over a period of three years in high school. She had a bachelor's degree in engineering and worked as an engineer for a local company in Colombia for twelve years. While in this position, she learned a great deal about internet programs and technology. Hermosa was very adept at downloading and helping other learners download new applications used in task performance in the units of study. She was married and had a daughter. Hermosa and her husband recently resigned their professional jobs in order to accept a pastoral role in an evangelical church in Colombia. As a couple, their desire was to help train young people in Colombia for oversees service with the church and association of churches. This professional change prompted them to study English. Their purpose for learning English was to foster better relationships and networking potential with other Christians from various countries in order to connect their young people to many ministry opportunities using English as a lingua franca.

Franco

Franco was a Spanish speaking, 30-year-old male from Ecuador. Franco had attended a few required English classes in high school but stated that, at that time, he had no interest or motivation for learning the second language. Franco had a bachelor's degree in Economics in Ecuador and worked as an Economist with the Ecuadorian government. As such, Franco set budgetary constraints and oversaw local government projects affecting commerce in Ecuador. He and his wife became interested in accepting a job in an international context, but English

language skills were needed to effectively perform work requirements. He was attending the current program to better his English language skills in order to apply for an international job.

Daniel

Last, Daniel was a Spanish speaking, 40-year-old male from Colombia who worked in public policy for the Colombian government. He had Intermediate-low proficiency in English. Daniel had a Ph.D. in Political Science and worked as a policy guide/implementer within the Colombian government. He is married to Hermosa (one of the female participants) and they have a daughter. As previously stated with Hermosa, the couple recently resigned from their prior jobs to accept a pastoral role in an evangelical church in Colombia. Daniel's goals and aspirations for learning English were the same as Hermosa's, to foster better relationships and networking potential with other Christians from various countries in order to connect the young people in their church and association of churches to many ministry opportunities using English as a lingua Franca.

All four participants experienced a lapse in time since previously studying English. Because Lupe and Franco were married, and Hermosa and Daniel were married, the two female and two male learners were paired together as classmates instead of being paired as husband/ wife partners. The pseudonyms and sequential order of the four participants (Lupe, Hermosa, Franco and Daniel) was maintained throughout the research. Because the participants were newly arriving into the United States, a Needs Analysis (NA) was conducted the first week of classes to ascertain student needs/interests prior to the development of the units of study.

3.1.4 Needs Analysis

A needs analysis (NA) with insider (former/new students and domain site experts – store clerks) and outsider (two teachers and an administrator) sources was conducted (Serafini, Lake

and Long, 2015). From Serafini et al.'s (2015) article, the other two dimensions of status/ position and English native speaker/non-native speaker dimensions were also evident in the triangulation of the sources. Previous incoming students' task priority rankings from 2017 to present day have been compiled and used initially to help learners identify their own needs in society and allow input as to their own immediate requisites such as the following places: the grocery store, a bank, a mall, a school, using maps and/or the GPS in a car, a hardware and/or electronic store, restaurants, a gym, etc. A survey with priority ranking is conducted for first semester outings. The results are compiled and then outings (with corresponding course material) are planned according to learners' priority rankings and a syllabus for the semester is provided to the learners.

The methods used were both open and closed procedures. The open procedures allowed learners to list their own places of interest. Based on NAs conducted in the program since 2017, surveys for second semester students with open procedures have also been utilized. This allows learners to add new public domain sites of interest after their first semester in the program such as the Center for Disease Control, the local zoo, etc. A number of target task types have been identified for the ongoing semester long TBLT course (Serafini et al., 2015; Serafini and Torres, 2015). For the purposes of the current dissertation, an abbreviated NA of more frequently visited public locations was conducted since only two units of study would be selected for the research and not an entire semester of target tasks (Serafini and Torres, 2015). After listing places of interest, the closed procedures were then utilized with a priority ranking system in order to allow learners to select places of interest with a Priority Likert-scale (2014). Triangulation of both the insider (former/new students and domain site experts) and outsider (teachers/administrators)

sources and the methods including the two dimensions (open and closed procedures) mentioned above were considered in the development of the NA for the current study.

The abbreviated NA survey was conducted in Spanish during the first week of classes very soon upon participants' arrival into the United States. Ten choices were provided on the survey for the learners to prioritize for need/interest from 1 (highest interest) to 10 (lowest interest). Please see Appendix C for the NA survey. The four participants rankings were compiled and divided by 4. The rankings fell from the lowest number being the highest priority, to the highest number being the lowest priority. The two units of study were taken from the top picks. The mall (prioritized as number 2) and the supermarket (prioritized as number 4) were chosen for the two units of study due to them being public domain sites (social settings in public places) that did not require special policy revisions or exceptions. The list included the following places: the gym, the grocery store, hotels, a bank, a school, the mall, the use of maps/GPS, a hardware store, restaurants and religious sites. Also, the novice level developmental language needs were easier to meet in the high frequency socially situated domain sites (Serafini and Torres, 2015). Religious sites (prioritized as number 1) and schools (prioritized as number 3) were eliminated due to FERPA (with schools), privacy policies (with churches/mosques) as well as linguistic demands in the two domains.

In order to develop authentic materials, the researcher made domain site visits prior to the development of tasks. I visited two different grocery stores on one occasion and spent five hours at the mall pursuing interactions at major department stores (i.e. Dillard's, Macy's, J.C. Penney and Belk) and smaller boutiques (Brighton Collectibles and Francesca's). The Audio-recorded interactions between the researcher/instructor and unknown grocery store/mall clerks in the sites were transcribed and vocabulary items were selected. Additionally, the Kroger Store Application

and the mall website were both utilized as well for further task design options and vocabulary selection considerations (See Appendix F for Kroger Store Application). A total of two pedagogical tasks and one real-world task were designed and piloted with a similar group of students for the units of study. Also, two modalities were utilized in learner-learner collaborative interactions, face-to-face and WhatsApp Text Chats (a form of synchronous mobile-mediated communication). Please see Appendix C for the NA survey conducted and priority rankings for the current study.

3.1.5 Materials

The following materials were designed for the current study:

1. The Needs Analysis Survey, which was introduced in the previous section.
2. Target vocabulary items embedded in PT and RWT design.
3. All assessments and evaluations including the proficiency and placement evaluations, the vocabulary knowledge scales (VKSs), and the task criteria-performance rubric.
4. Unit's 1 and 2 pedagogical and real-world tasks including the final task performance sheet.
5. Qualitative interview question prompts including pre/post-participant interviews, the post-RWT focus group discussion prompt questions and the learning journal prompt questions.

The two units of study (i.e. discount grocery shopping and choosing a quality product at the mall) were designed and conducted with RWT completion on planned field trips at a grocery store and a mall.

3.1.6 Target Vocabulary

The researcher made domain site visits and engaged in oral interactions with unknown interlocutors prior to both units of study. The oral interactions were audio-recorded, transcribed and target vocabulary items were selected from the transcriptions and store websites. In addition to content-based considerations in vocabulary selection, high-frequency words related to the context were selected from American English using (i.e. The Corpus of Contemporary American English) as the research was conducted in a North American city (Davies, 2008). These high frequency words were chosen based on the top 5,000 words off of a 450 million-word version of the COCA corpus. All the different registers/sections (i.e. spoken, fiction, magazines, newspapers and academic) were included in this computation.

Prior to each unit of study, a pre-test was administered for each unit of study to select the target words that were unfamiliar to the students in the research. A variety of twelve unknown content-based and related high-frequency vocabulary words (i.e. nouns, adjectives, verbs and adverbs) were chosen for each unit of study. Definitions for each word were taken from Google Search (2019) online by typing in the word + definition (i.e. "clerk definition") just as learners were permitted to use during task performance. Table 4 displays the unknown words to learners that were selected as target vocabulary items in each unit of study:

Table 4

Vocabulary Words for Unit 1 and 2

Target vocabulary Items

Unit 1	Unit 2
1. Arrangement (n.)	1. inexpensive (adj.)
2. bottom (shelf) (adj.)	2. Household goods (n.) (a 2-gram collocation)
3. budget (n.)	3. brand (n.)

4. earn (v.)	4. carry (secure/ obtain) (v.)
5. reward (n.)	5. outfit (n.)
6. clerk (n.)	6. high-end (adj.) (a 2-gram collocation)
7. aisle (adj.)	7. low-end (adj.) (a 2-gram collocation)
8. dairy (adj.)	8. rack (n.)
9. grocery (n.)	9. small kitchen appliance (n.) (a 3-gram collocation)
10. item (n.)	10 style (n.)
11. already (adv.)	11. gauge (v.)
12. plus card (Kroger) (Proper n.)	12. material (n.)

n. = noun
adj. = adjective
adv. = adverb
adv. = adverb
collocation = conjoining of words/ phrases in vernacular language

In Table 4 above, target vocabulary items were selected based on the criteria aforementioned. The target vocabulary items were embedded in all components in the design and development of tasks (Appendix B).

3.1.7 Proficiency Evaluation and Placement

The proficiency placement evaluation contained several sections covering all four skills. An oral proficiency interview following the ACTFL Proficiency Guidelines (ACTFL. Org, 2012) was initially conducted containing five different *oral* interactions with a trained evaluator and

then rated by two trained raters. Each student was evaluated in his or her ability to understand and interact over the following tasks: personal information, problem-solving situations, picture description, a topic (i.e. hobbies, interests), map skills and some narration. The rest of the three skills (reading, listening, and writing) were evaluated through a second organizationally designed evaluation (modeled/formatted after the Test of English as a Foreign Language, TOEFL, for advanced level, the Interchange Assessment test (a commercial product) and the New York State Placement Test for English Second Language Learners for lower level learners) with a grading scale to match the twelve levels of placement within the program. The tests were administered for novice through advanced levels and then rated by two trained raters (ETS, 2012; University of New York, 1992). After oral proficiency levels/sub-levels were identified, the level specific evaluations were conducted. Each evaluation contained five sections and one point was awarded for each correct answer in the first four sections as follows: two reading sections worth 10 points each and two listening sections worth 10 points each. A rubric was used to grade the writing section that was worth 20 points for a total of 60 possible points on reading, listening and writing. If a learner drops below 42 total points, the lower level evaluation is then administered. A score of 42 – 60 is considered passable within each given level. In the focal program, if a learner makes below 48 points (80%) total for all sections, he/she is re-evaluated, and placement is adjusted. Ultimately, all four skills were assessed prior to placement and Spanish speaking participants were solicited from the lower level learners. The difference in ratings was calculated between the two administrators, differences in outcomes were discussed and adjustments in ratings were made. The final ratings achieved a 94% inter-rater reliability score for the evaluations.

3.1.8 Vocabulary Knowledge Scale (VKS)

A VKS was developed to administer prior to each unit of study in order to select unknown vocabulary for each unit of study (Parbakht and Wesche, 1993). Due to the difficult nature of tracking receptive knowledge, the VSK was the instrument chosen. It allowed learners to self-report receptive knowledge even when demonstrated productive use (written and/or oral) was not evident. Because Nation (2013) distinguishes between receptive and productive abilities in 'knowing a word', it was prudent to have an instrument tracking learner self-reports on the understanding of a word prior to production, which the VKS provided. On the scale, the following responses were possible for written and oral responses to target word knowledge: 0 = I don't know the word; 1 = I haven't seen this word; 2 = I recognize this word, and I think it means "x"; 3 = I recognize this word, and it means "x"; 4 = I know this word, and it means "x"; and finally 5 = I can use this word in a sentence (in English).

The pre-research VKSs contained 40 vocabulary words for each unit of study and then the other VKSs (Post-PT2, Immediate Posttest after RWT1 and Delayed Posttest) each contained 12 target vocabulary items and 12 distractors randomly ordered on each test. The VKSs were all conducted first in written and then in oral language. On the oral exam, a strict protocol was followed and only the 24 vocabulary words were spoken twice by the researcher and then the student subsequently had to orally respond with one of the following: 1) unable to produce; 2) a translation and/or a synonym in English and finally; 3) a complete sentence in English while using the word. Below is an example of the bilingual VKS format administered four times (Pretest, Post-PT2, Post-RWT1 or immediate posttest and finally Delayed Posttest 2 weeks after the study was completed). The following figure displays a sample of possible responses to each vocabulary word (target and distractor words) in Pretests, Post-PT2, Post-RWT1 and Delayed Posttest:

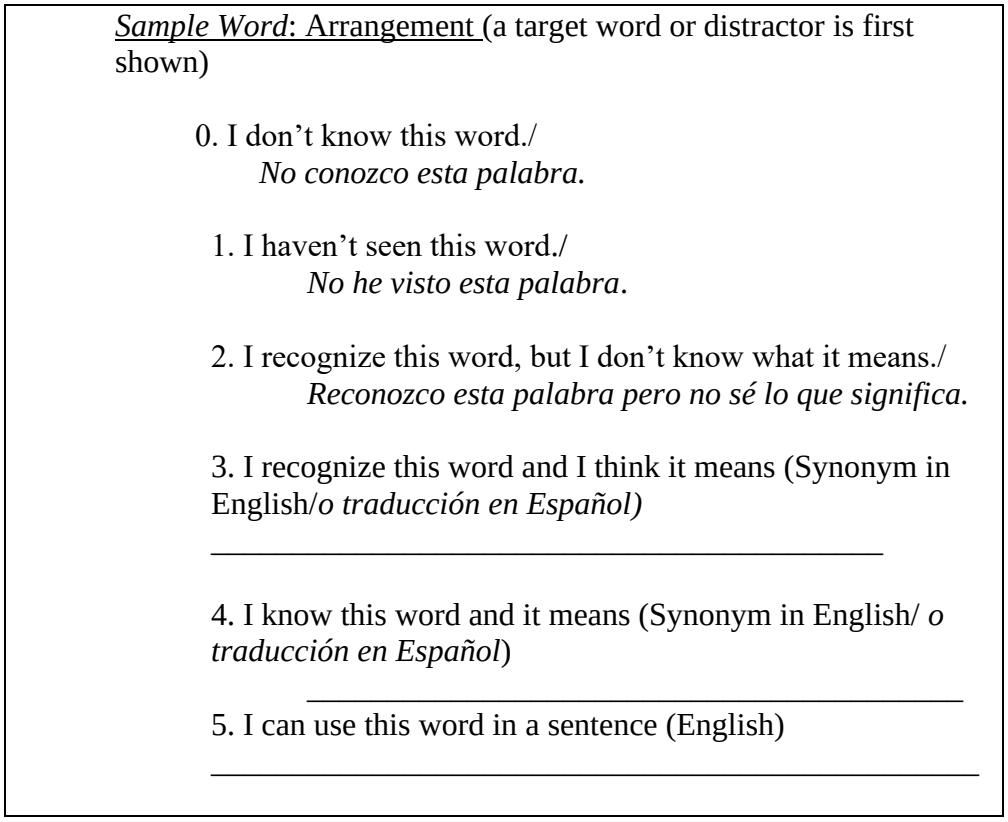


Figure 3. Vocabulary Knowledge Scale (VKS) questions for vocabulary

In Figure 3 above, the learners were asked to respond to the word "arrangement" in written and oral speech. One example is in the Excerpt 1 below, Lupe wrote the following response on the U1, Post-PT2 VKS. She demonstrated an understanding of the word, "produce" in her English response (definition: fresh fruits and vegetables in the produce section of a grocery store):

Excerpt 1: Word: Produce

3. I recognize this word and I think it means (Synonym in English/*o traducción en Español)*

"*natural food, without process industrial*"

Although there were errors in production, Lupe demonstrated knowledge of word meaning and grammatical function (i.e. she had identified the noun use of the word and not the verb 'to produce') in production (Nation, 2013). The part of speech of each word was not provided on the VKSs in order to further observe the development of learners' use of the word in form and meaning, conceptual understanding, associations and grammatical functions. Correct meaning was the focal feature of the dissertation, although the production of words with correct meaning might also require the development of other components in knowing a word (such as using the word as a noun and not a verb). On the same VKS (U1, Post-PT2), Hermosa wrote the translation as "*producir*" (verb: to produce or make something), which was incorrect meaning.

In the fourth possible response on the VKS, the learner is encouraged to display more concrete knowledge of the word by stating, "4. I know this word and it means (Synonym in English/*o traducción en Español).*" Here the learner's stance is more concrete and self-assured. In the U1, Post-PT2 VKS, Franco wrote, "*compras*" (purchases) under section 4. In a different episode, Franco's demonstration of word meaning was not apparent. For example, in the use of a 'cart' as a distractor, Franco confused the meaning of 'cart' and 'card' on the U1, Post-PT2 VKS he incorrectly wrote, "*tarjeta*" (card). In this sample, Franco confused the meaning of the words 'cart' and 'card' both in written and in oral testing. This was counted as incorrect. Often, students who respond to number four on the VKS also respond to number 5 (I can use this word in a sentence (English). In the fifth response, only English is permitted for productive language use in written and/or oral verification. One example is from U1, Post-PT2 VKS, with the target word "clerk" Daniel wrote the following in Excerpt 2 below:

Excerpt 2

Word: clerk

4. I know this word and it means (Synonym in English/ o

traducción en Español)

"A person works in the store."

5. I can use this word in a sentence (English)

"The Kroger clerk help me so much."

In Excerpt 2 above, Daniel demonstrated word knowledge and was able to produce the word in a complete sentence. Thus, he was given credit here for having correct word meaning in a complete sentence. However, sometimes learners *feel* that they know a word and are unable to demonstrate correct meaning, which calls into question self-reports in general (See Appendix N for a more complete sample of a pretest VKS).

3.1.9 The Task Performance Rubric

Since task is the unit of analysis in TBLT, a criterion-reference performance task rubric (González-Lloret and Nielson, 2015; Long, 2015) was used to evaluate learner outcomes for final task completion or RWT completion and outcomes. RWT written work was collected at the end of RWT performance and the criterion-reference performance task rubric was used as a simple assessment tool to score task performance. The researcher filled out the rubric and then asked the learner to complete his/her written VKS. In Figure 4 below, the Unit 1 criterion-reference performance task rubric used for the grocery store task:

10.b. Unit 1 Criterion-Performance Task Rubric (based on Nielson) (Real-World Task Performance at Kroger)

By the end of this module, students will be able to understand how discounts are provided in local grocery stores. If the student successfully completes the action during task performance, place a check in the column marked "Yes". If the student does not demonstrate the action (either through failure to perform or by not attempting the action), place a check in the column —"No". Use the following checklist to assess each student's performance on the task.

Subtask	**Yes**	**No**
1. Student organizes himself in order to complete the project. (Personal Skill) Success: by writing the grocery items on his/her chart, by examining the store layout and making a plan of action or by discussing things with his/her partner and making a coordinated plan).	☐	☐
2. Student coordinates with partner. (Personal Skill) Success: Deciding how they want to tackle the task – together or independently and by discussing the budget at the end and writing adjustments based on the budget and discounts available.	☐	☐
3. Student exchanges information in oral interactions about the grocery store with his/her partner, with store clerks and with the customer service representative. (Task Skill) Success: If they have a question they get the answer and discuss unknown vocabulary, information about becoming a member of the loyalty plus program or using the store app.	☐	☐
4. Student follows all steps. (Task Skill) Success: Written charts for PTs are completed and turned in upon completion of task performance.	☐	☐
5. Student understands discounts at the grocery store. (Task Skill) Success: The student stays within +/- $5 of the joint budget by identifying and applying discounts with coupons or the plus card.	☐	☐
6. Student can identify specific items at the grocery store and if they are regular or discount priced. If they are discounted, the student can identify how they are discounted. (Task Skill) Success: Students identify specific items at the store and log them in the chart with the specific way the item is discounted.	☐	☐
7. Students can use the Store App to explore additional discounts. (Task Skill) Success: If the students find an item on the store app and apply the discount from the app site. Record with screen share when using app.	☐	☐
8. Vocabulary: Student use vocabulary and initiates talking about new words. (Language Skill) Success: Students orally use or engage over vocabulary words with clarification, word check, spelling, use or negotiation of meaning of target vocabulary. Students self-check (with a list) the new words used in the outing and 1 point is awarded for each vocabulary type used.	☐	☐
	☐	☐

☐

Figure 4. Criterion-Referenced Performance Task Rubric (Real-World Task Performance at a local Kroger grocery store)

As seen in Figure 4 above, the rubric contained several non-linguistic and linguistic subtask requirements as follows: task completion, task performance skills such as collaboration in the learner's level of involvement with others during task performance (Requirement 3 in the rubric), uses of technology (Requirement 7 in the rubric) and target vocabulary use (Requirement 8 in the rubric) during task performance. The Unit 1 and Unit 2 rubrics vary in requirements.

Figure 4 above is from Unit 1. The U1 rubric scored the degree to which the learner did the following:

1. If the student organized himself/ herself and was able to make use of all of his/her time with no off-task wasteful endeavors.

2. If the learner coordinated sufficiently with his/her partner and they decided together how to do the task without conflict or harsh disagreement.

3. If the learners completed the task and made meaningful exchanges of information throughout.

4. If the learners finished the task with all steps completed or few steps completed. This includes having oral interactions with store clerks in both units of study.

5. If the student demonstrated that he/she could identifying discounts through the Kroger Plus Card, through coupons or through the local store sale items for the week.

6. If students could identify the difference between regular priced and discounted items and how much they can save by shopping for discounts.

7. If the learners demonstrated that they used the Kroger Store App to explore discounts and other highlighted store features.

8. If students could provide a self-report on target word use during primary task performance.

Because target vocabulary use was a task requirement, a target vocabulary item list was provided on the bottom of the shopping list provided to each learner.

The self-report for the target word list was simple. Students were asked to check off the target vocabulary item upon use during task performance. Language skill in vocabulary use was the final piece of assessment on the rubric as seen in Figure 4 above or for the Unit 2 criterion-

referenced task performance grading rubric (see Appendix K.2). In addition to task performance assessment tools, vocabulary selection was also part of materials design. Because the RWTs contexts were so content specific, target vocabulary item selection was important.

3.1.10 Pedagogical and Real-World Tasks in two Units of Study

Materials used in this TBLT investigation were developed using Robinson's suggestions for task sequencing complexity variables and SSARC (Baralt, Gilabert and Robinson, 2014; Robinson, 2007, 2010). For example, the information gap task in PT1 was simple and the mock simulation grocery store in PT2 with multiple steps and increased reasoning demands was +complex. The RWT1 was the same as PT2 with multiple steps and increased reasoning (+complex). See Appendix D for pictures of the mock grocery store. The tasks in the two units of study included different task modalities (FTF and SMS – WhatsApp Text Chats) in learner-learner collaborative interactions. A focus of the current study was that PTs and RWTs were performed in different contexts. PTs were performed in the classroom, while the target tasks (also called primary and/or real-world tasks) were performed in real-world public domain sites out of the classroom (See Appendix J for further samples of tasks).

The current study highlighted students' interactions with each other in the various steps of the two units of study for the investigation of task performance in two different modalities. In Unit 1 learners collaborated in Face-to-Face (FTF) interactions, while learner-learner collaboration in Unit 2 was conducted in SMS WhatsApp Text Chats as displayed in Table 5 below under 'Interaction'. The learner-instructor role-plays (grocery store clerks in U1, PT2 and retail store clerks in U2, PT2 of each unit) and live interactions with unknown interlocutors on field trips (RWT1s) were all face-to-face interactions in both units of study. Unit 1 focused on discount grocery shopping. Students had to identify various discounts and then log the lowest

discount while purchasing particular items on a shopping list within a given budget. Table 5 displays the tasks, task descriptions and expected outcomes for the *parallel* units of study:

Table 5

Tasks, Task Duration, Task Descriptions, Interactions and Outcomes for Parallel Tasks from Units' 1 and 2

Task	Unit	Description	Interaction	Expected Task Outcome
Pedagogical Task 1 PT1 Duration 1 ½ hours	Unit 1	• Information Gap Task (Discount shopping at the grocery store) • One Step (Simple)	• Learner-learner interactions Unit 1 – oral	• Comprehend target vocabulary items • Have opportunity to have receptive input over target items and general grocery store content • Have opportunity to interact over and produce target vocabulary items and general grocery store content
Pedagogical Task 1 PT1 Duration 1 ½ hours	Unit 2	• Information Gap Task (Choosing a Quality Gift) • One Step (Simple)	• Unit 2 – SMS WhatsApp Text Chats	• Comprehend target vocabulary items • Have opportunity to have receptive input over target items at the mall • Have opportunity to interact over and produce target vocabulary items at the mall
Pedagogical Task 2 PT2	Unit 1	• Mock Grocery Store Simulation Task (Finding	• Learner-learner interactions Unit 1 – oral	• Use target vocabulary items • Complete all the

Duration 1 ½ hours		Discounts) • Three Steps (+Complex) in the mock grocery store • Fulfill task performance steps and sheet • Use necessary task skills (technology and collaborative inter-actions)	• Learner-instructor interaction (instructor role-play grocery store clerks)	steps in the task in the classroom in a simulated situation • Use technology - the Kroger App in Unit 1
Pedagogical Task 2 PT2 Duration 1 ½ hours	Unit 2	• Mock Mall Simulation Task (Finding a quality gift) • Three Steps (+Complex) in the mock mall • Fulfill task performance steps and sheet • Use necessary task skills (technology and collaborative interactions)	• learner-learner interactions Unit 2 – SMS WhatsApp Text Chats • Learner-instructor interaction (instructor role-play mall store clerks)	• Use target vocabulary items • Complete all the steps in the task in the classroom in a simulated situation • WhatsApp Text Chat in Unit 2
Real-World Task 1 RWT1 Duration 1 ½ hours	Unit 1	• Authentic Kroger Grocery Store Task (Finding Discounts) • Three Steps (+Complex) in	• Learner-learner interactions Unit 1 – oral • Learner-unknown interlocutor	• Use target vocabulary items • Complete all steps in the task in an authentic context out of the classroom.

		the real grocery store • Fulfill task performance steps and sheet • Use necessary task skills (technology and collaborative interactions)	(store clerks and other clients) interactions to complete tasks • Infrequent learner-instructor/ researcher interactions when needed	• Use technology - the Kroger Store App
Real-World Task 1 RWT1 Duration 1 ½ hours	Unit 2	• Authentic Mall Task (Choosing a quality gift) • Three Steps (+Complex) in the real grocery store • Fulfill task performance steps and sheet • Use necessary task skills (technology and collaborative interactions)	• Learner-learner interactions Unit 2 – SMS WhatsApp Text Chats • Learner-unknown interlocutor (store clerks and other clients) interactions to complete tasks • Infrequent learner-instructor/ researcher interactions when needed	• Use target vocabulary items • Complete all steps in the task in an authentic context out of the classroom. • Use technology - WhatsApp Text Chat in Unit 2

PT1 = Pedagogical Task 1
PT2 = Pedagogical Task 2
RWT1 = Real-World Task 1
U1= Unit 1
U2 = Unit 2

In Table 5 above, Unit 1 and 2 tasks are outlined. PT1 in each unit was an information gap task that introduced learners to new vocabulary items and the new context through collaborative exchanges of information. See Appendix J for the actual PT and RWTs used for Unit 1 and 2. The learners shared information about the various ways that grocery stores offer discounts on grocery items (coupons, rewards cards, sales and credit card purchases). Learners were permitted to use phones and access Google Search (2019) online for word definitions although definitions were provided in the information gap task material. Learners negotiated meaning, pronunciations and spellings in order to better share and complete the information gap task. The length of each task was one hour and a half. All of the task durations were based on the length of the final RWT time required which was one and a half hours.

Pedagogical task 2 was performed in the classroom in a *mock* simulation. The classroom was re-arranged to be a *mock* grocery store in Unit 1, PT2 and the mall shops in Unit 2, PT2. This task contained more steps than PT1 with multiple points of reasoning. The purpose of PT2 in Unit 1 was to purchase items from a shopping list while staying within a shared budget and in Unit 2 to investigate how products were made in order to buy a quality gift at a reasonable price. PTs 1 and 2 were performed in the classroom during regular class hours. RWT1 was a +complex task (more task steps and more reasoning demands) identical to PT2 (i.e. the same number of steps and the same reasoning demands) performed out of the classroom in a real Kroger Grocery Store. Unit 2 was designed following the same overall format for the purposes of comparison between the two units of study. However, because the tasks were different contexts there were natural differences.

A distinct variable in RWT1 for observation in the public domain sites in addition to completing the task, the task performance sheets and using target vocabulary items, was to

engage with *real* clerks or unknown interlocutors (over discounts in Unit 1 and quality products in Unit 2). Also, the difference in modalities (Oral interactions vs. written WhatsApp Text Chats) was a unique variable as well. All learner-learner, learner-instructor and learner-unknown interlocutor interactions in Unit 1 were FTF, but learner-learner interactions in Unit 2 were WhatsApp Text Chats.

Each PT and RWT required that learners complete a task performance sheet. The sheet contained the scenario for the overall TBLT real-world purpose and task steps. PT1 in both units was only one step (to complete the information gap task), while it contained three steps in PT2 and RWT1 for both units. Required to fill out the sheets as they performed tasks and then turn then turn the task performance sheet in at the end of the lesson. See task performance sheets in Appendix J. Task performance sheets for PT2 and RWT1 in each unit were identical. The Unit 1 and Unit 2 task performance sheets were very different from each other due to distinct goals/ objectives in specific contexts. The information gap task performance sheets were simple tasks that were different from the +complex sheets. Target vocabulary items were listed at the end of the sheets for learners to check off as they used them in task performances. Task performance sheets are in Appendix J for both units of study.

Materials were piloted with a similar group of students earlier and then revised based on reasoning and procedural demands, with an appropriate number of steps in each task. Also, changes were made based on interactions that might create greater learning opportunities and negotiation of target vocabulary items.

3.1.11 Pre/Post participant Interview Questions

Pre and post-participant interviews were conducted prior to and upon completion of the research. Participant biographical information was obtained in the pre-participant interviews and

learner feedback and perceptions were recorded in the post-participant interviews upon completion of the research. The audio-recorded interviews were conducted in Spanish, translated and transcribed in English. The following are some of the pre/post- participant interview questions in Figure 5 below:

Semi-structure Interview Questions
Pre-Task-Based Language Teaching Unit Studies
*Note from IRB: Please remind the students not to use names or share information that can identify other people.

Interview material prior to research:

1. Background Information collected in a brief pre-research interview:
    a. Name
    b. Age
    c. Gender
    d. Prior English Study
    e. Prior Foreign Language Study
    f. Profession or occupation
    g. Hobbies or interests

Post Units of study Interview (Final Questions):

1. Have you ever studied another language using Task-Based Language Teaching (TBLT)?
¿Has estudiado otro idioma utilizando actividades con objetivos como la tarea principal en su aprendizaje?

2. How do you feel about vocabulary learning in your L2?
¿Cómo se sientes sobre su aprendizaje de vocabulario en su adquisición de Segundo idioma? ¿ Y cómo te sientes sobre su aprendizaje de vocabulario durante este estudio en el supermercado y el shopping?

3. How do you best learn new vocabulary?
¿Cuál es su mejor manera para aprender vocabulario?

4. Did real-world tasks in public help you learn new

vocabulary? What is the role of RWTs in your learning?
¿Ayudó a su aprendizaje de idioma haciendo tareas afuera de la clase en público o no? Cuál fue el rol de las tareas en su aprendizaje?

Figure 5. Pre/Post-participant Interview sample questions

In the Figure 5 above, some of the pre-post participant interview questions are displayed. To see a more complete list please look at Appendix L for pre/post participant questions for the semi-structured interviews (See Appendix L for more sample interview questions).

3.1.12 Focus Group Discussion Prompt Questions

Upon completion of the RWTs out in the local community, participants were given the location of a local restaurant. During and/or after lunch, the participants were asked prompt questions and asked to discuss the RWT experiences and vocabulary learning. The audio-recorded focus group discussions were conducted in Spanish and then translated and transcribed in English. Figure 6 below shows some prompt questions used during the focus group discussions:

Post Real-World Task (RWT) Performance (Focus Group) Discussion Prompt Questions?

1. What kind of challenges did you face during task performance?
   ¿Que tipo de retos tuvieron hoy cuando estuvieron hacienda su tarea?

2. How did you feel about the task today in a public setting instead of the classroom?
   ¿Como se sienten sobre la tarea hoy día en público en lugar del aula de la clase?

3. Was it difficult or easy to use your vocabulary words? What words were easy/hard? What new words did you unexpectedy learn today?
   ¿Fue difícil o fácil practicar y usar su vocabulario hoy?

¿Que fue difícil/fácil? Aprendieron algunas palabras nuevas hoy por casualidad?

Figure 6. Post-Real-World Task Focus Group Discussion Sample Questions

In Figure 6 above, some of the focus group discussion prompt questions are displayed. Please see Appendix O. for the full list of focus group discussion prompt questions. See Appendix O for more sample Post-RWT focus group prompt questions.

3.1.13 Student Learning Journals

Upon completion of PTs in the classroom, students were asked to write in a *student learning journal* about each day's task. The learning journals were completed after PTs and the focus group discussions were conducted after RWTs. The written journals contained the following bilingual prompt questions as seen in Figure 7 below:

Learning Journal Prompt Questions

Instructions: Please answer the following questions thoughtfully writing about each one.

Por favor piensa bien para contestar las preguntas. Eso va a ser de mucha ayuda en la investigación. Si quieres más papel por favor pídamelo.

1. What words do you feel that you learned well? Can you name them? Can you tell how you learned them so well?
   ¿Cuales palabras nuevas aprendiste bien hoy? Puedes nombrarlas? ¿Cómo aprendiste estas palabras bien?

2. Was it difficult or easy to do the task for today? Can you explain?
   ¿Fue difícil o fácil hacer la tarea para hoy? Puedes explicar?

3. Were there new skills (other than language) that you had to use that were helpful?

¿Habían habilidades nuevas que tuviste que usar (aparte del idioma) que fueron de ayuda? Puedes explicar?

4. How did you feel as you completed assignments? Were you frustrated about anything? Were you challenged to engage with more people or feel anxiety about it? Did interaction with other help or impede your learning? How did it help or impede? How did you feel about talking to strangers during real-world tasks out in public?

¿Como te sentiste hoy sobre completar su tarea? Tuviste frustración sobre algo? ¿Que retos o ansiedad tuviste para tener mas interacciones con gente? ¿Interacción con gente es un ayuda o un impedimento para aprender par ti? Como ayudó o no? Puedes explicar? ¿Y por fin… como te sentiste hablando con desconocidos en la tarea en público?

Figure 7. Learning Journals Sample Prompt Questions

In the above Figure 7, participants were asked to write their thoughts and perceptions down upon task completion in the classroom. Students responded to questions in the student's first language, Spanish, to allow for freedom of expression. Students were encouraged to be honest and expound upon those questions that more significantly impacted them. Learning journal prompt questions are also found in Appendix M.

3.2 Procedures

The procedures used to conduct the study are outlined in this section. It should be highlighted that both Unit 1 and Unit 2 followed the same procedures beginning with the pre-task phase. Table 6 below outlines the sequence of study and data collection points for the investigation.

Table 6

Procedures for the Observation of Transfer of TBLT Data in Unit 1 and 2

Unit	Phase	Day	Description
	Pre-research Pre-research		Participant Biographical Interviews
Unit 1	Pre-research	Day 1 Day 2 Day 3 Day 4 Day 5 Day 6 Day 7	Practice session and introduction to VKS Unit 1 – Receptive and Productive Pretests PT1 PLJ PT2 VKS PLJ RWT1 VKS/PFGD/PLJ (Weekend)
Unit 2		Day 8 Day 9 Day 10 Day 11	Unit 2 – Receptive and Productive Pretests PT1 PLJ PT2 VKS PLJ RWT1 VKS/PFGD/PLJ
	Immediate Post-Research	Day 12	Post-Participant Interviews
	Delayed Post-Research	Day 19 Day 25	Delayed Posttest – Unit 1 Delayed Posttest – Unit 2

PT1 = Pedagogical task one
PT2 = Pedagogical task two
VKS = Vocabulary Knowledge Scale
RWT1 = Real-world task one at a local Kroger grocery store/ at a local mall
PFGD = Post-(Real-world task) Focus Group Discussion
VKS is Rec. PT = VSK serves as the receptive posttest
PLJ = Participant Learning Journal Writing
NA = Needs Analysis

In Table 6 above, Pre-research individual participant interviews were conducted for background information one week prior to the study. On day 1, a pre-research session was held

to give overall instructions for TBLT to new learners in the program and to introduce the use of the VKS. On day 2, the first VKS was administered as the pretest for vocabulary selection. Vocabulary knowledge was measured utilizing a Vocabulary Knowledge Scale (VKS). Based on the results of the NA, the study was conducted over 25 days. An information gap task was performed on day 3 and a mock simulation of each context (i.e. a discount grocery shopping task in Unit 1 and choosing a quality gift task in Unit 2 was performed on day 4, preceding the RWT on the fifth day. The tasks were allotted one and a half hours to complete with the different steps in PT2 and RWT1 varying in length according to learners' individual differences. A VKS was administered after PT2 and RWT1 in each unit of study and then a Post-RWT focus group discussion was conducted following the final VKS after RWT1 was completed. The final VKS was used as the posttest for each unit of study. Students were asked to write about vocabulary and task performance skills in the learning journals after each task. See Appendix M for Learning Journal prompt questions or sample questions in the materials section above. Students written work and audio-recorded collaborative interactions were all collected for coding and analysis. Delayed posttests were administered exactly two weeks after the posttest of each unit.

Semi-structured interviews (Post-Research Participant Interviews) were conducted by the researcher to seek learner perceptions of how tasks facilitated, impeded or in some way impacted vocabulary that was transferred during tasks. In order to have a clear picture of the participants involved in the research, the interviews were privately conducted with each participant prior to and upon completion of the study. Also, the researcher/instructor had an ongoing relationship with the learners throughout the semester. The following section discusses the development of interview questions for the dissertation. The final interview was conducted after the research was finished. It was audio-recorded and transcribed so that qualitative data could be compared with

other learner outcomes for emerging themes. See pictures from PT2 in the classroom for both units of study in Appendices H. See materials for Unit 1, PT1 in and Unit 1, PT2 and RWT1 in Appendix J.

3.3 Data Coding and Analysis

Transfer was observed in this study through the examination of new task performance abilities and targeted vocabulary words during two TBLT units of study. A case study methodology with qualitative instruments was utilized in the examination of transfer. In the following section, each research question is presented in a table, data collection points are listed and then coding and analyses are discussed. Each instrument used is described as all five research questions are discussed in order throughout the section.

3.3.1 Task Transfer during Pedagogical and Real-World Tasks

Beginning in research question 1, task performance skills and abilities were investigated. The following table displays the research question and data collection points for this research question.

Table 6

Research Question 1 Data Collection Points

Research Question 1 To what extent are task performance skills and interactive features transferred during PT and RWTs?	**Answers from the following Data collection Points:**
Sub-features identified for transfer in specific skills and abilities:	**Data collected for each sub-feature.**
RQ1.1 Task Requirements Skills and Abilities Examples: • Did learners follow the task steps? • Did learners complete all task	Sub-section 3.4.1.1 • Criterion-Referenced Task Performance Sheets – complete/ incomplete

steps? • Did the learner complete the task performance sheet (written work required in both units of study)?	
RQ1.2 Collaborative Interactions • Learner-learner (Oral - Unit 1, WhatsApp Text Chat – Unit 2) • Learner- Instructor (Oral - Units 1 and 2) • Learner- Unknown Interlocutors (Oral - Units 1 and 2)	Sub-section 3.4.1.2 • The total number of turns and frequency of interaction episodes are counted from transcriptions • Post-participant Interview data

In Table 6 above, for research question 1, each sub-feature was examined for transfer during task performance. For sub-section 1 of research question 1, collaborative interactions were observed and all points are discussed in detail in the following sub-sections.

During task performance, transfer was determined to have occurred if learners completed task performance requirements, used non-linguistic skills acquired during PTs in the classroom and then were subsequently transferred to use in RWTs out in public. The task performance requirements (i.e. collaboration, following step instructions, completing all steps, etc.), non-linguistic skills (i.e. the use of technology) and vocabulary skills (target word production) that were transferred were verified off of the criterion-referenced performance rubric for each learner. Each skill was then listed in a similar table to that of Table 7 (Long, 2015):

Table 7

Transfer of Task Performance Skills and Interactional Features During Task Performance

TRANSFER		
Pedagogical Tasks		**Real-World**

(PTs)	➔	**Tasks (RWTs)**
Were the skills and abilities learned/ used in PTs in the classroom then transferred (i.e. used and/ or fostered continued learning) in real-world tasks in public?		
Task Skill Transfer		Task Skill Transfer
Performance Requirements (i.e. completing task steps)	➔	Performance Requirements (i.e. completing task steps)
Non-linguistic skills (i.e. use of technology)	➔	Non-linguistic skills (i.e. use of technology)
Collaborative Interactions (i.e. interaction episodes/ turn-taking)	➔	Collaborative Interactions (i.e. interaction episodes / turn-taking)
Target Vocabulary items transferred from PTs to RWTs	➔	Target Vocabulary items transferred from PTs to RWTs

In Table 8 above, transfer was operationalized in terms of 'Task Skill Transfer' that was transferred during task performance between two contexts, while utilizing two modalities when considering the two units of study. If a skill exhibited during PT2 (such as collaboration) was also exhibited during RWT performance, the skill transferred.

3.3.1.1 Transfer in Task Performance Requirements

In addition to examining interaction episodes and individual learner turn-taking, transfer during task performance was also examined (i.e. following task steps, completing all steps, etc.) in task responsibilities. For sub-section 2 of research question 1, non-linguistic task performance requirements were observed. Task responsibilities included following task performance steps, completing the steps and ultimately completing the task performance sheets. The task performance sheets were utilized by learners during task performance and then collected upon task completion. Task completion was documented as *complete* or *incomplete* for each learner.

Task performance sheets also included several steps and some non-linguistic goals, such as demonstrating understanding of a “discount” (Unit 1) by identifying regular and discounted prices. The learners were also required to log how much money they saved on their budget by finding discounts. The task performance sheets were utilized for students to demonstrate transfer of task performance abilities as they transitioned from PT2 task performance to RWT1 task performances. (See task performance sheets in Appendix J). An assessment was designed to follow RWT1 as the primary task performance.

The criterion-reference performance rubric (described in detail in the materials section above) contained 8 sections. Each section counted 12.5 points for a total of 100 possible points on the final assessment. All scores received a ‘yes’ or ‘no’ with the exception of target vocabulary item use as self-reported by the learners. In this section, 1 point was awarded for each target word that the learner reported as using. See task criterion-reference performance rubrics in appendices K.1 and K.2).

The learners’ use of cell phone was recorded using screen sharing recording applications (i.e. the Samsung Mirror App, and AZ Screen Recorder for older Android phones) during RWT1 performance in order to capture the use of the Kroger application and the use of WhatsApp Text Chat. Non-linguistic task performance skills were observed.. In Figure 3 below, there is a screen shot of Lupe’s episode that lasted 1:51 minutes as she was looking for discount prices on large bottles of soda products in the Kroger application:

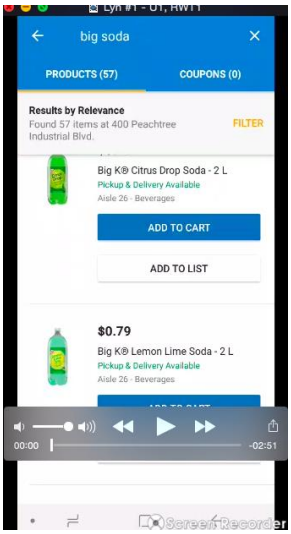


Figure 8. Lupe's use of the Kroger Store App during Unit 1, Real-World Task 1 Performance at the grocery store

In Figure 8 above, Lupe used screen sharing and demonstrated an episode lasting 1:51 minutes in search of a discount for large soda in Kroger. During this episode, she typed 'big soda' into the search bar, scrolled through the various soda products. She did not find a discount on the card, a coupon or a store discount so she scrolled back to the cheapest priced large soda and selected it and added the product to her 'digital cart'. When She returned to the search bar and typed in 'fresh bread', this was the initiation of a separate episode.

For Unit 2, 'group chats' were created by the researcher in WhatsApp Text Chat for each pair, allowing the researcher to record, download, code and analyze all texting. Each WhatsApp Text Chat episode was coded following the same criteria as in the oral interactions that included pertinent content and/or target word information. The following criteria constituted how adjacency pair sequence interaction episodes and turns (with the purpose of soliciting cooperation/information/help) in WhatsApp Text Chats were counted. The initiation of a new episode was determined by any change in the focus of the dialogue to a different target word(s) (a new word was introduced or spoken) or new content material. However, if two or more target

words are *intertwined* in dialogue and are not separated out, a new episode is not initiated. If the new target word initiates a shift in the focus of the conversation, then a new interaction episode is initiated.

The initiation of each episode (e.g., discussing a household goods item or the material a dress was made out of) was given 1 point and the duration of that episode was documented as previously described. In Figure 9 below, Hermosa used WhatsApp Text Chat to discuss the meaning of 'brand' (target vocabulary item) with her partner, Lupe:

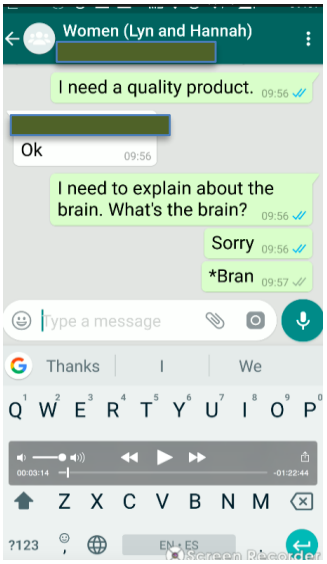


Figure 9. Hermosa's discussion of the word "brand"

In Figure 9 above, the screen sharing displayed Hermosa's third episode that was initiated with the emergence of the new target vocabulary item, 'brand'. Screen sharing was utilized to confirm use of the Kroger store App and learner-learner WhatsApp Text Chat collaboration.

3.3.1.2 Transfer during Collaborative Interactions

Collaborative interactions have been shown to increase learning opportunities. From an Interactionist perspective, comprehensible input and L2 development occur as learners strive to

resolve breakdowns in communication (Long 1980 as cited in Mackey and Gass, 2013). The breakdowns cause a need for "interactional adjustments" spurring further negotiation of meaning and overall interaction (Mackey and Gass, 2013, p. 8). Thus, in order to examine transfer through the use of oral interactions (that foster the ability to comprehend and/ or use target vocabulary items), both interactions and turns were coded, analyzed and then counted. The interactions occurred between learners, the instructor and unknown interlocutors in the classroom and out in a local grocery store and mall. Interaction episodes (i.e. learner – interlocutor dialogues) and turns (i.e. opportunities that a individual has to contribute to a dialogue normally in phrasal or sentence length discourse) were counted during task performance out in the domain sites (i.e. grocery store and shopping mall) during RWT1 performance. Because each unit contains multiple steps during task performance, different modalities were used during the learner-learner collaborations and not during the steps that required interaction with the instructor in role-plays or with unknown interlocutors in public domain sites. The following table displays the modalities utilized in the various task performance collaborative interaction episodes and turn-taking.

Table 8

Interaction Episodes and Turns in Task Performance

Task	**Learner-Interlocutor Interaction**	**Modality**
Pedagogical Task 1 (PT1)	Learner-learner (Classroom)	Unit 1 – Oral Unit 2 – WhatsApp Text Chat
Pedagogical Task 2 (PT2)	Learner-learner (Classroom)	Unit 1 – Oral Unit 2 – WhatsApp

		Text Chat
Pedagogical Task 2 (PT2)	Learner-instructor (Classroom role-plays in mock simulations)	Unit 1 – Oral Unit 2 - Oral
Real-World Task 1 (RWT1)	Learner-learner	Unit 1 – Oral Unit 2 – WhatsApp Text Chat
Real-World Task 1 (RWT1)	Learner-unknown Interlocutor	Unit 1 – grocery Store clerks – Oral Unit 2 – mall store clerks – Oral

In Table 8 above, tasks and interaction types (such as learner-learner interactions) are displayed as they occurred in task performances in oral interactions and SCMC – WhatsApp Text Chats. In both units of study, information gap tasks required learner-learner collaborative interactions for PT1. In PT2 of each unit of study, there were both learner-learner interactions over the task performance sheets as well as learner-instructor interactions in role-plays in the simulated mock situations. In public domain sites (public places), RWTs required learner-learner and learner-unknown interlocutor interactions. Unit 2's utilization of WhatsApp (SCMC text chat) during learner-learner interactions provided different vocabulary learning opportunities that have been found to benefit L2 development (Adams and Ross-Felman, 2008; Ziegler, 2015).

Turn-taking in discourse can be classified differently as occurring in a *sequence* (interactional exchanges), in *overlap* (interruptions as seen in pragmatic devices, as well as

paralinguistic devices such as laughter) or in ‘repair’ (mechanisms addressing problems) (by Cook, 1989 as cited in Iimu, Susilo and Hermagustiana, 2015). In adjacency pair turn-taking, Levinson (1983) stated that the main courses of action were either in conversational action (such as common greetings or social exchanges) or the type of action requiring cooperation from the addressee. Although both types of ‘sequences’ in the turn-taking occurred during the current research, the predominate purpose for learners initiating interactional episodes with turn-taking during task performance was to solicit cooperation from the addressee (either from the learner’s partner or with the unknown store clerk). The learners needed the cooperation of the addressees for task performance requirements (collaboration and information). Thus, the turn-taking in interactional episodes were compared between the two units when two modalities were utilized for potential benefits to learning outcomes.

In order to examine interaction episodes and turn-taking, each learner wore a digital recorder/USB storage device on a lanyard during task performance. The audio recordings were downloaded and then transcribed onto word documents. Transcriptions were examined, coded and analyzed for interaction episodes and turn-taking. Each dialogue between the learner and any other interlocutor over a particular issue was counted as 1 point. SMS text chats were downloaded, coded and analyzed following the same protocol as that used for transcriptions of oral speech. The following criteria constituted how adjacency pair sequence interaction episodes and turns (with the purpose of soliciting cooperation/information/help) in oral speech were counted. The initiation of a new episode was determined by one of the following:

1. A change in one or more unknown interlocutor(s) in conversation with the learner(s),
2. A break in the conversation that may/ may not have a lapse of time between conversations.

3. A change in the focus of the dialogue to a different target word(s) (a new word was introduced or spoken) or new content material.

However, if two or more target words are *intertwined* in dialogue and are not separated out, a new episode is not initiated. If the new target word initiates a shift in the focus of the conversation, then a new interaction episode is initiated.

In the following excerpt, students discuss the *customer loyalty program* at the grocery store. One task step requirement in the grocery store was to sign up for a Kroger Plus Card as part of the Kroger Customer Loyalty Program. The customer loyalty program included several ways in which customers could benefit and receive discounts. The learners had to comprehend what a discount was and then how to identify them in the store (i.e. the Kroger Plus Card, a store discount, a coupon, a matching coupon, etc.). According to the aforementioned criteria, Excerpt 3 was one interaction episode. Lupe and Hermosa each had 15 turns in the following episode where Lupe was soliciting information from Hermosa off of the task performance sheet about the Customer Loyalty Program at Kroger.

Excerpt 3

1 Lupe: You.. have find out about……

2 Hermosa: Uuuuum… yes… tell me of the program….

3 Lupe: Ok, customer loyaly…program….

4 Hermosa: sorry?

5 Lupe k, ok….k …..customer…. loyaly (omitted the ‘t’)

6 Hermosa: eh…. Customer….. uhhh how do you spell

7 Lupe: Ok, C…. U…. S….T….O….M…. E….R

8 Hermosa Ok, next

9 Lupe Loyaly…..

10 Hermosa How do you spell loyaly?

11 Lupe: L….O….J…A….L….T…

12 Hermosa loyaly? Is it loyal?

13 Lupe oh sorry….. loyalTy…..

14 Hermosa: L…O….J…A…O…L..

15 Lupe: …..A…L…T… or sorry…. L…. letter L….

16 L…O…J….A….L…T….J (superimposed the 'J' phonetics from Spanish as the 'Y' sound in English).

17 Hermosa: How do you….. ok, Kroger customer loyalty?

18 Lupe Yes…. Loyalty program

19 Hermosa: Where……where do you join?

20 Lupe Again? (Reading sheet)….Ok, what is the question?

21 Hermosa: Where do you join? Where is….where is …where is join…. I

22 Lupe Shoppers can join the Kroger customer loyalty program

23 Hermosa: join is……

24 Lupe is the same……

25 Hermosa: is the same?

26 Lupe yeah…..

27 Hermosa: where? Another is name…… where? The place uh?

28 Lupe No

29 Hermosa: Where? Another is name of program…. Join is similar?

30 Lupe: This information not here. Wait…. This……

31 Hermosa: Where?

In excerpt 3 above, Lupe and Hermosa were discussing the customer loyalty program. The learners discussed the name, the spelling and the location of where to join the program comprising an interaction. This interaction episode was started with the initiation of a new concept in the material (the Customer Loyalty Program) and ended with a break in the conversation due to confusion over the information. The students discussed the program but did not resolve where to join the program. Because this was part of the information gap task, the learner missing the information had to pursue the necessary information beyond dialogue with her peer. The adjacency pair sequence in turn-taking was for soliciting information from a partner for task performance requirements. Subsequently, they pursued a new interaction with the instructor to better understand where to join this program. After the interaction with the instructor the learners then had a separate interaction of their own in the following excerpt 4:

Excerpt 4

1 Lupe: Maybe the place is……. Ok…..wait….. (reading)…… Ok…….but

2 it's over…….ok……in the customer service desk? I

3 hope….

4 Hermosa: customer service desk?

5 Lupe: Yes, customer service desk……

6 Hermosa: desk is ……D……E…….S…….T?

Interaction episodes occurred throughout the collaborative dialogues with learners taking intermittent turns. In all oral interaction episodes, each time a learner spoke he/she took 'a turn in the dialogue' and each *turn* was counted. This included utterances of affirmation in a dialogue

such as “uhu” (rising intonation) or utterances of disagreement such as “uhu” (falling intonation). All turns in the current dissertation were oral and/or written in text chats but did not include gestures. Gestures were not included due to the utilization of audio-recordings and not video-recordings of interaction episodes.

In Unit 2, oral interactions with learner-instructor and learner-unknown interlocutors were audio-recorded, transcribed and then coded and counted for interaction episodes and individual learner turn-taking. Learner-learner interaction episodes and turn-takings were recorded for Unit 2 in WhatsApp Text Chats. The WhatsApp text chats were downloaded onto word documents and examined for interactions and turns. The researcher reviewed the written text chats and added an initial for each pseudonym (L=Lupe, H=Hermosa, F=Franco, D=Daniel and R=Researcher) at the beginning of each corresponding text. Semiotic symbols (i.e. pictures, emoji, like symbols, and all non-linguistic semiotic symbols) used for meaning making were included in the transcriptions. Because oral and written texts (both orthographic and semiotic symbols) were used for meaning making purposes, the symbols correspond with the primary focus of the study. The semiotic symbols were included and counted in interaction episodes and turn-taking. This does slightly differ than the previously excluded gestures when they were used alone and without oral speech, as gestures cannot be captured on audio-recordings (gestures might be better included in video recorded studies). Some gestures were observed by the researcher/ instructor in context when accompanied by oral speech but were not included in the results of the study. Semiotic symbols utilized in written text chats for dialogic communication were included in the results.

Transfer was also investigated in collaborative interaction episodes between the students. The learner-learner collaborative interaction episodes were counted and individual learner turn-

taking from audio-recorded transcriptions in Unit 1 and WhatsApp Text Chats downloaded from Unit 2 as described. The learner-learner interaction episodes from oral transcriptions and written WhatsApp Text Chats were compared. Interaction episodes and turns were coded on the text transcriptions using the same criteria previously stipulated for the oral transcription interactions and turns. Collaboration was verified in PTs and RWTs in the two units of study. The transfer then was observation of learners' collaboration that occurred in PTs as compared to RWTs out in public. *Collaboration* as a task skill and other skills were included for examination. The transfer of linguistic skills is examined in Research Question 2, next in this section.

3.3.2 Receptive Input and Productive Output Frequencies of Use of Target Vocabulary Items during Task Performance

Vocabulary frequencies were examined for the transfer of target vocabulary items (i.e. in receptive and productive knowledge) as learners transitioned from the classroom to public domain sites. The following table displays the research question and data collection points for this research question.

Table 9

Research Question 2 with Data Collection Points

Research Question 2	**Answers from the following Data Collection Points:**
2. To what extent is suppliance and accurate use of vocabulary transferred from pedagogical tasks performed in the classroom to real-world tasks in public?	2. • Vocabulary Frequencies counted (Receptive Input and Productive Output frequencies) • Suppliance and Accuracy of target vocabulary items

In Table 9 above, productive output (i.e. either written or oral) is a means to investigate the extent to which vocabulary was used during task performances. In the current research as previously described for examining language, transcriptions of audio-recorded oral speech and downloaded written text chats were examined and target word frequencies of use were counted. Both receptive input and productive output frequencies from transcriptions and downloaded text chats were counted. The examination of receptive input and productive output frequencies provided insight into the extent to which learners heard or saw target vocabulary items, as well as the extent to which it was produced during PT and RWT performances. Receptive input frequencies were given 1 point when they were heard or read. Productive output frequencies were given 1 point when they were produced in oral or written WhatsApp Text Chats. Target word types were counted and given 1 point and target word tokens (i.e. the number of uses of each type of word) were counted and given 1 point.

In examining accurate use of vocabulary, productive output frequencies were investigated by examining productive output frequencies in PT and then RWTs. In the current dissertation, unknown words to learners were chosen in order to better track the extent to which vocabulary in 'accurate use' occurred as vocabulary was learned. Suppliance (i.e., target vocabulary items spoken or written in text chats) and accuracy (i.e. appropriate/correct use in meaning) frequencies of use were calculated for each learner. When a word was spoken 1 point was given for suppliance of the target word. Subsequently, when a target word was appropriately used with correct meaning (i.e. the learner's message was clear even with minor grammatical mistakes) 1 point was given for accuracy. Comparisons were then made between PT and RWTs for suppliance and accuracy of target vocabulary during task performances. Learners' accurate use of target vocabulary items was more clearly observed in oral/written productive language.

Learners can also hear accurate use of vocabulary through receptive input when experiencing oral and written language through outside influences. Finally, receptive input and productive output frequencies were highlighted as to what extent learners were exposed to language in comparison to demonstrated productive use of target words during task performances. Receptive language input was collected from the following sources:

1. Oral speech from someone other than the learner observed in the transcribed audio-recordings.
2. From written course work materials.
3. From some outside written materials in the classroom and outside the classroom such as signs, coupons, advertisements and written digital language in the store apps available for inclusion.

As previously stated, each receptive word frequency and each productive output frequency was given 1 point upon use.

During PT and RWT performances vocabulary *learning* also occurred. In order to better examine vocabulary learning throughout classroom PTs and RWTs out in the community, VKSs were regularly administered (Please see Table 6 above for procedures of when VKSs were administered throughout the units of study). In Research Question 3 below, how vocabulary learning was examined is further explained.

3.3.3 The Impact of Pedagogical and Real-World Tasks on Vocabulary Learning

Similarly, in order to better investigate the impact that PT and RWTs have on vocabulary learning, PT performances and outcomes were examined. The following table displays the research question and data collection points for this research question.

Table 10

Research Question 3 with Data Collection Points

Research Question 3	**Answers from the following Data Collection Points:**
3. How do pedagogical tasks and real-world tasks impact students' vocabulary learning?	3. • VKS Outcomes

In examining the impact that PTs and RWTs have on learners' vocabulary learning, learners' target word development was highlighted. In the current study, the VKSs tracked from beginning to end learners' language development. Also, the Post-RWT group discussions, learning journals and Post-participant interviews were utilized to engage participants in reflective feedback about how vocabulary knowledge was impacted and transferred during task performance. One emerging theme from qualitative data related to research question 3 was, 'PTs preparing learners for RWTs' (i.e. how PT1 and PT2 in each unit prepared learners for RWT performance in public domain sites). Learner perceptions added helpful insight into how PTs and RWTs impacted vocabulary learning. The learning journals, Post-RWT focus group discussions and Post-research participant interviews were audio recorded, transcribed and coded. Emerging themes related to vocabulary learning during task performance are described in detail later in this investigation.

The VKS demonstrated varying levels of receptive and productive language development and overall transfer that occurred throughout PT and RWTs in both units of study. The VKS, as previously described, allowed learners to self-report receptive knowledge (from no knowledge

whatsoever to some degree of understanding) to demonstrated productive knowledge (both written and oral) as seen in Table 11 below:

Table 11

Vocabulary Knowledge Scale (VKS) Scores from 0 - 5

Score of 0	Score of 1	Score of 2	Score of 3	Score of 4	Score of 5
I don't know this word.	I haven't seen this word.	I recognize this word, but I don't know what it means.	I recognize this word and I think it means…	I know this word and it means….	I can use this word in a sentence.

In the VKS in table 11 above, the scale displays the varying degrees as learners transition from receptive to productive language knowledge documented by each learner for each target word. The VKS was utilized four times: 1) pretest for unknown words, 2) post PT2, 3) post-RWT1 and 4) the Delayed Posttest VKS. In coding and analysis of the VKS, learners provided a self-report of receptive knowledge following PT2, RWT1 and the Delayed Posttest VKS for both units of study. Learners also demonstrated productive knowledge ability on the same evaluations that sometimes occurred in linear and sometimes in non-linear movement. The VKS allowed researchers to examine language acquisition and vocabulary learning as units of study progressed and learners moved through PT and RWTs. The scale begins with learners' self-reports of no knowledge whatsoever of a target word and then progresses slightly beyond this to not having *seen* the word in previous language learning. VSK number 2 allowed the student to consider that they might be able to recognize the word but had no real comprehension of meaning.

Next, learners could report recognizing the word with some sense of meaning but were still unsure of meaning. VKS score 4 allowed learners to definitely state that they knew a particular word and then demonstrate that they could translate it. Finally, the scale prompted

learners to demonstrate a strong understanding and ability to use the word in a sentence. The VKS shows degrees of language development that describe internal and external processes that parallel what is involved in knowing a word as are described in Nation's (2013) form, meaning and use of words. In this construct, Nation (2013) describes components of receptive and productive knowledge of words.

As shown in Excerpt 6 below, in Franco's written and oral U1, Post-PT2 VKS results, he demonstrated comprehension of *arrangement* (n. the action, process, or result of arranging or being arranged) although it was grammatically incorrect. Although he used a grammatical structure requiring the adjective form (instead of the noun that was a target word), the meaning in the message was understood. He also mistakenly used the locative preposition 'on' instead of 'in', but overall the target word meaning (the message) used in the sentence was understood. Thus, in this example, the error in the part of speech used did not affect the coding for meaning as seen in Excerpt 5 below:

Excerpt 5

5. I can use the word in a sentence. (English)

"The grocery store is arrangement on sections."

In Excerpt 5 above, a grammatically correct version of this sentence might have been stated, "The grocery store is arranged in sections." or "The arrangement of the grocery store is in sections." The current study's focus on meaning-making (regardless of minor grammatical and syntactic errors that do not distract from the message) was achieved by Franco in the excerpt in that he expressed how stores are organized (or arranged). The following development in Franco's interlanguage use of 'arrangement' is displayed in Excerpt 6 below:

Excerpt 6

5. I can use the word in a sentence. (English)

"I like Kroger store because (of) it's arrangement in section(s)."

As Franco continued to evolve in his interlanguage development, Excerpt 6 above demonstrated the correct grammatical form of 'arrangement' while still exhibiting other minor grammatical errors (the preposition 'of' and the plural 's' were omitted in his production).

Student self-reports of some language skills (i.e. the development of target and incidental vocabulary) were documented in the use of the VKS and discussed further during the Post-RWT focus group discussions, in the learning journals and the Post-research participant interviews. During these three qualitative interview times, different learners explained *how they learned* particular words and *why* using certain words helped accomplish the tasks. Coding for these language developmental episodes in qualitative data resulted in the emergence of a theme called 'language processing' (i.e. how/why learning a word transpires and leads to transfer of this knowledge in another context). One example was Hermosa's explanation of learning 'canned goods' as she was in Kroger looking for 'canned tomato paste' off of her shopping list. In Excerpt 7 in a Post-RWT focus group discussion she stated the following:

Excerpt 7:

1 Hermosa: "… in regards to 'cans'….'cans'…. 'cans' ….'canned tomato
2 paste' …. It was necessary to relate 'cans' because I didn't know the
3 word…. But when I went down the aisle and saw the cans… and I
4 remembered the picture (from the mock grocery store) …. I was going to
5 buy fresh tomatoes…. because there was a variety of tomatoes…. But

6 when I arrive and saw the canned ones… here I related the word ‘cans’ to
7 the meaning.”

In Excerpt 7 Above, Hermosa learns the word ‘cans’ as she is faced with the canned goods aisle and is tasked to purchase a can of tomato paste. Here she explained the process she went through to understand the meaning of the word. Learners shared the processes they underwent to learn new words. In the following Excerpt 8 from the U1, Post-RWT1 focus group discussion, Daniel discussed how exposure to language helped him process and learn the meaning of and incidental vocabulary item ‘low price’:

Excerpt 8

1 Researcher: Did you learn any new unrelated words?
2 Daniel: Yes….low….low….low price….
3 Researcher: low price
4 Daniel: low price…
5 Franco: low price…
6 Researcher: Ok, what is the meaning of low price?
7 Daniel: It’s a reduced price…it’s a lower price or a cheaper price….
8 Researcher: How did you learn the meaning of it?
9 Daniel: …on the tickets….
10 Researcher: So, it says on there that it’s a reduced price?
11 Daniel: Yes
12 Researcher: But you didn’t speak with someone and use it?
13 Daniel: No, not speaking with anyone….

In addition to discussion on language itself such as in Excerpt 8, in Excerpt 9 below, Hanna discusses how these types of dialogues were facilitated. In Excerpt 9 from U2, post-RWT1 focus group discussion transcripts, Hermosa talks about LREs with unknown/ unfamiliar store clerks in Excerpt 9 as follows:

Excerpts 9

Hermosa: "The lady that helped me spoke really good English. She really wanted to help me with the material and understanding the quality of the dresses. She was telling me that the dresses were very good quality and they would last a long time. She was so friendly and attended me for quite a while… she was just so nice. So, because she was so nice I just kept forming questions and asking all the different things that were included in the task. She helped me get through all of the tasks and allowed me to talk to her about everything. At one point she wanted to find me someone that spoke Spanish but when I told her that I only wanted to speak English then she was happy to continue helping me…. At one point I even told them (there were two clerks in this store) that I was a student and had to complete a task and they became even more helpful to help me get through my tasks…."

In Excerpt 9 above, Hermosa discusses what facilitated language development in the mall. Because qualitative research can have issues that are intertwined and deeply connected, student perceptions on vocabulary learning were largely discussed in research question 5. The qualitative data added helpful insight in the description of how (through collaboration

interactions many times and in context at other times) and why (through the cordial attitude of the store clerks as perceived by the learners) the transfer of language skills sometimes occurred during task performance in the current study.

Some incidental vocabulary words learned in context were also discussed. These words were discussed and highlighted in qualitative data. The Post-RWT focus group discussions and post-participant research interviews were audio-recorded, transcribed and then coded with all emerging themes. The learning journal outcomes were coded and emerging themes were added to qualitative data. All emerging themes for qualitative data are described later in detail for research question 5. Also, some researcher observations that were recorded in field notes taken both in the classroom and in public domain sites were added to the qualitative data.

After examining task performance abilities in research question 1, research question 2 investigated to what extent *use and accurate use* of vocabulary occurred during PT and RWTs. The transfer of vocabulary knowledge from pedagogical tasks performed in the classroom to real-world tasks in public is the focus of research question 2.

3.3.4 The Impact of Task Modality in Learner-Learner Collaborative Interactions

In addition to examining the influence of PT and RWTs on vocabulary learning, the use of multi-modalities also may impact learning outcomes. In order to better investigate how task modality impacts the degree of task performance transfer, particularly for learner-learner interaction, research question 4 examined the differences in learner-learner interactions and turns between oral and written modalities in PT1 in both units. Then a comparison was made when text chats were utilized in learner-learner collaborative interactions, while oral speech was used in other required interactions in Unit 2 task performances (PT2 and RWT1). The following Table 12 displays the research question and data collection points for this research question.

Table 12

Research Question 4 with Data Collection Points

Research Question 4	**Answers from the following Data Collection Points:**
4. How does task modality impact vocabulary learning? Learner-learner collaborations • Oral –Unit 1 • WhatsApp Text Chats – Unit 2 Learner – Instructor All oral Learner-Unknown Interlocutor All oral	4. Interactions and turns Counted

Because each unit contains multiple steps during task performance, different modalities were used during the learner-learner collaborations and not during the steps that required interaction with the instructor in role-plays or with unknown interlocutors in public domain sites (See Table 8 above).

Turn-taking and interaction episodes were audio-recorded in oral speech utilizing the criteria previously described. SMS text chats were downloaded, coded and analyzed following the same protocol for turns and interaction episodes for comparison in the current section. Turn-taking in discourse can be classified as occurring in a 'sequence' (interactional exchanges), in 'overlap' (interruptions as seen in pragmatic devices, as well as paralinguistic devices such as laughter) or in 'repair' (mechanisms addressing problems) (by Cook, 1989 as cited in Iimu, Susilo and Hermagustiana, 2015). In adjacency pair turn-taking, Levinson (1983) stated that the main courses of action were either in conversational action (e.g., common greetings or social

exchanges) or the type of action requiring cooperation from the addressee. Although both types of sequence turn-taking occurred during the current research, the predominate purpose for learners initiating interactional episodes with turn-taking during task performance was to solicit cooperation from the addressee (e.g., from either the learner's partner or with the unknown store clerk). The learners needed the cooperation of the addressees for task performance requirements (collaboration and information). Thus, the turn-taking in interactional episodes were compared between the two units when two modalities were utilized for potential benefits to learning outcomes. The VKS immediate posttest scores were compared for learning outcomes comparison between the two modalities. Also, task performance sheets were verified as being complete or incomplete in shared material between the partners, which demonstrates sufficient interaction to complete the task.

3.3.5 The perceived roles of Pedagogical and Real-World Tasks

In this section, the qualitative data added description of how learners perceived processing of language occurred in how/why some words were learned during PT and RWTs in a TBLT approach. Research question 5 explored students' perceptions of the role of PT and RWTs in the transfer of vocabulary knowledge that was investigated in the learning journals, Post-RWT focus discussion groups and Post-research participant interviews. There were five themes that emerged in the collection of qualitative data. The following table displays the research question and data collection points for this research question.

Table 13

Research Question 5 with Data Collection Points

Research Question 5	**Data Used to Answer Research Question 5**

What benefits to language learning did learners perceive could be attributed with the TBLT approach?	Qualitative Data Learning journals Post-RWT Focus Group Discussions (Units 1 and 2) Post-participant Interviews

In this research question, I analyzed the data using emerging themes. The learning journals, Post-RWT focus group discussions (after each RWT1 completion) and the Post-Research Participant Interviews were all audio-recorded, transcribed, coded and analyzed. Emerging themes were compiled from all qualitative data collection points and learner perspectives were highlighted. The following eight themes emerged from all four participants and are discussed in detail in the results section that follows: 1) the development of personal skills, 2) the development of task performance skills, 3) pedagogical tasks preparing learners for real-world tasks, 4) processing language, 5) affective factors in language learning, 6) near and far transfer, 7) learner perspectives on TBLT, 8) perceptions towards the use of SMS WhatsApp Text Chats.

The instructor/ researcher and a second rater evaluated all frequency outcomes, VKS outcomes and validated the emerging themes from qualitative data. When an inter-rater reliability score dropped below 90% between raters, the data coding was discussed, and adjustments were made to ensure for better accuracy. The frequency outcomes achieved a 91.4 % inter-rater reliability score, the VKS outcomes achieved a 93% inter-rater reliability score and the emerging themes achieved confirmation of subject matter and topic descriptions in reliability.

4 RESULTS

The present chapter is organized into sections and sub-sections addressing the five research questions in order. For the first research question, transfer was observed in non-

linguistic task performance skills and interactive features during task performance. For research question 2, transfer was examined in terms of the suppliance of target words and accurate use of target vocabulary items during pedagogic and real-world tasks. In research question 3, vocabulary learning was examined during PT and RWTs. In the investigation of vocabulary learning, receptive and productive knowledge from the VKS evaluations was examined. Research question 4 investigated and compared how utilizing two modalities impacted L2 learning in learner-learner interactions. And finally, in research question 5, learner perceptions as to the roles of PT and RWTs were explored.

4.1 Research Question 1: Task Performance Transfer during Pedagogical and Real-World Task

4.1.1 Task Performance Skill Transfer

For research question 1, as shown in Table 6 in the methods section, transfer was observed for task performance skills in task performance requirements (i.e. following steps and completing tasks) when using a task performance checklist and interactional features (i.e. collaboration). Learners were observed in two contexts (i.e. the classroom and public domain sites) and also utilized two modalities (oral interactions and written SMS WhatsApp Text Chats on mobile phones) in the two units of study. In Table 14 below, the specific areas of transfer are displayed:

Table 14

Transfer of skills from PTs in the classroom to RWTs in public

	TRANSFER		
Pedagogical Tasks (PTs) In the classroom		➔	**Real-World Tasks (RWTs) In Public**
Were the skills and abilities learned/ used in PTs in the classroom then transferred (i.e. used and/ or fostered continued learning) in real-world tasks in			

public?			
Required task skills during pedagogic tasks	Learner	➔ Yes, transfer occurred or **X** No, it did not	Required task skills during real-world tasks
Unit 1 – Complete task steps	Lupe, Hermosa, Franco, Daniel	➔	Yes, task steps were completed
Unit 1 – find discounts	Lupe, Hermosa, Franco, Daniel	➔	Yes, discounts were identified by all participants
Unit 1 - The use of the Kroger App	Lupe, Hermosa, Franco, Daniel	➔	Yes, the Kroger Store App was used by all participants
Unit 1 - The Kroger plus card application filled out and turned in to receive a new Kroger plus card	Lupe, Hermosa, Franco, Daniel	➔	Yes, all participants handed in their completed application and received a Kroger Plus Card with corresponding account
Unit 1 – Collaborate with partner	Lupe, Hermosa, Franco, Daniel	➔	Yes, there was collaboration by all participants

Unit 1 – Collaborate with grocery store clerks	Lupe, Hermosa, Franco, Daniel	➔	Yes, there was collaboration with grocery store clerks
Unit 2 – find quality products	Lupe, Hermosa, Franco, Daniel	➔	Yes, quality products were identified by all participants
Unit 2 - Students identified name brand products/ materials/ prices	Lupe, Hermosa, Franco, Daniel	➔	Yes, all participants identified name brand products/ materials/ prices
Unit 2 – the use of WhatsApp text Chat in learner-learner collaborative interactions	Lupe, Hermosa, Franco, Daniel	➔	Yes, WhatsApp text chat in learner-learner collaborative interactions was used
Unit 2 – Collaboration with mall store clerks	Lupe 9/9 Hermosa 9/9 *Franco 6/9* Daniel 9/9	➔	Yes, collaboration of mall store clerks
Unit 1 and 2 - Target Vocabulary item suppliance	Lupe, Hermosa, Franco, Daniel	➔	Yes, Target Vocabulary items supplied

In Table 14 above, the task performance skills were listed, and transfer was observed as learners transitioned from PTs in the classroom to task performance first at the grocery store (unit 1) and then at the mall (unit 2). The skills listed in Table 14 above were required, completed and transferred. The task performance skills in both units of study were each recorded on student task performance sheets and the post-task completion checklists (i.e. criterion-referenced performance rubric) completed with the learner and researcher/instructor post-RWT1.

For tasks in Unit 1, students completed the following tasks at the grocery store: 1) complete all task steps, 2) collaborate with various interlocutors (learner-learner, learner-instructor in PTS/ unknown interlocutor in RWT1), 3) identify discounts (store discounts displayed on the aisles, in the App and in Store advertisements), 4) use Kroger Store App, and 5) use of new vocabulary.

For Unit 2, task performance sheets and the post-task completion checklists were used to record and verify the following upon RWT1 completion with the learner and the researcher/ instructor at the mall: 1) complete all task steps, 2) collaborate with various interlocutors (learner-learner, learner-instructor in PTS/unknown interlocutor in RWT1), 3) identify quality products (by exploring the materials that products were made out of and their corresponding prices), 4) identify name brand products and correlate quality (by exploring the opinions of local store clerks about specific products and the value of the product vs. the actual price), 5) use WhatsApp text chat in learner-learner mobile-mediated interactions (this was verified through a group chat between partners that included the researcher/instructor), and finally 6) the use of new vocabulary (language associated with each context). In Unit 1 and 2 material, in addition to the task performance sheets and the rubric, the audio-recordings verified oral interactions. In Unit 1, the screen sharing episodes recorded the use of the Kroger Store App and in Unit 2, WhatsApp group chats (including the researcher) on the mobile devices verified the use of WhatsApp Text Chats.

The transfer of task performance requirements was observed when learners fulfilled task performance sheets and task criterion-referenced performance evaluation requirements as displayed in Table 16. The learners demonstrated an understanding of discounted grocery items in Unit 1 by identifying and logging specific discounted items. At the mall, the difference in quality of various products was logged according to what materials the product was made out of,

the price and then the value (according to mall store clerks) associated with the product (good/ ok/poor quality for durability, use and purpose). The quality was gauged in order to assess if the product would/should be purchased as a gift on the Unit 2 task performance sheets. All four learners completed task performance sheets and completed all the steps in task performance requirements with all information recorded on the documents with the exception of one sub-section of one participant that was left incomplete.

The task performance skills in the current study included the utilization of the following technology on learners' phones: the use of Google search engine (finding definitions, pronunciations and spellings of target words), downloading and using screen-sharing apps on each participant's own phone, downloading and using the Kroger Store App on each participant's phone and finally participants using SMS WhatsApp Text Chat on their own phones for language learning purposes. In Table 16 above, the task performance skills were itemized and verified as to use in PT2 and then subsequent use (transfer of the skill) in RWT1 in both units of study by all four participants. In addition to these task skills, collaborative interactions were examined during PT and RWTs.

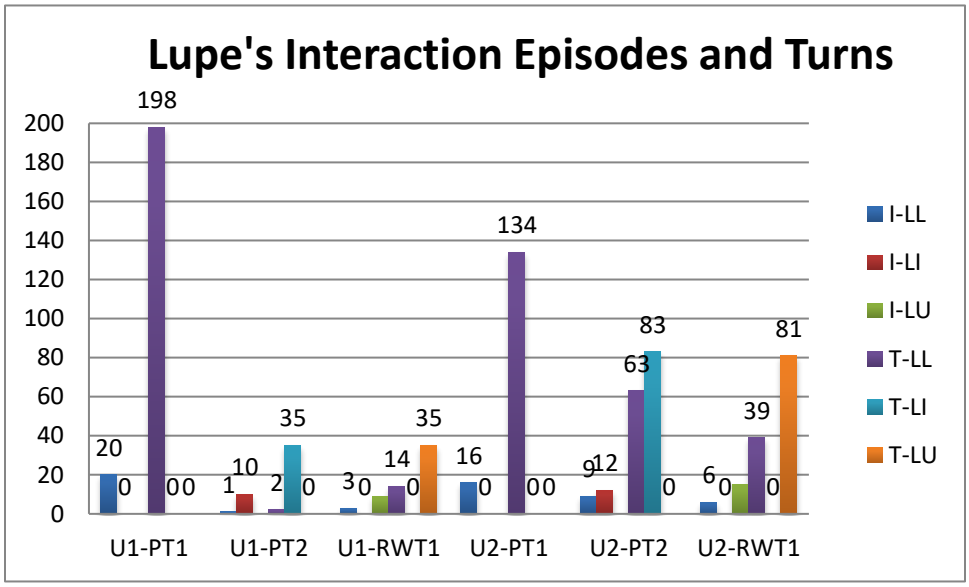
4.1.2 Collaborative Interactions

One important task performance skill in TBLT is that of collaboration. In the current study collaboration was observed through learner-learner, learner-instructor and learner-unknown interlocutor interaction episodes as they occurred during pedagogic tasks and real-world tasks. Collaborative interactions were operationalized as the episode in which the learner and another interlocutor (the learner's partner/the instructor/or an unknown interlocutor) exchanged information regarding task performance content and/or target vocabulary items. Interaction episodes included dialogues over task performance content (including target words)

and requirements, and the number of turns were counted that each learner took during each task performance. A total number of interaction episodes and a total number of turns were counted for each task (PT1, PT2 and RWT1) in both units of study. The total number of turns with different interlocutors is the sum of the total number of turns in each task. Below are the interaction episodes and turns discussed per learner beginning with Lupe.

Lupe

In Figure 11 below, Lupe's interaction episodes and turns are displayed. The interaction episodes chart the number of dialogues Lupe engaged in and the turns record the number of instances that Lupe spoke in three different interaction types: Learner-learner, Learner-instructor and Learner-unknown interlocutor.



I-LL = Learner-learner Interaction
I-LI = Learner- instructor interaction episode
I-LU = Learner-unknown interlocutor interaction episode
T-LL = Learner-learner turns
T-LI = Learner-instructor turns
T-LU = Learner-unknown interlocutor turns
U1 - PT1 or PT2 = Unit 1, Pedagogical Task 1 or 2
U1 - RWT1 = Unit 1 - Real-World Task 1 (Grocery Store)

U2 - PT1 or PT2 = Unit 2 - Pedagogical Task 1 or 2
U2 - RWT1 = Unit 2 - Real-World Task 1 (the mall)

Figure 10. Lupe - Interaction episodes and turns

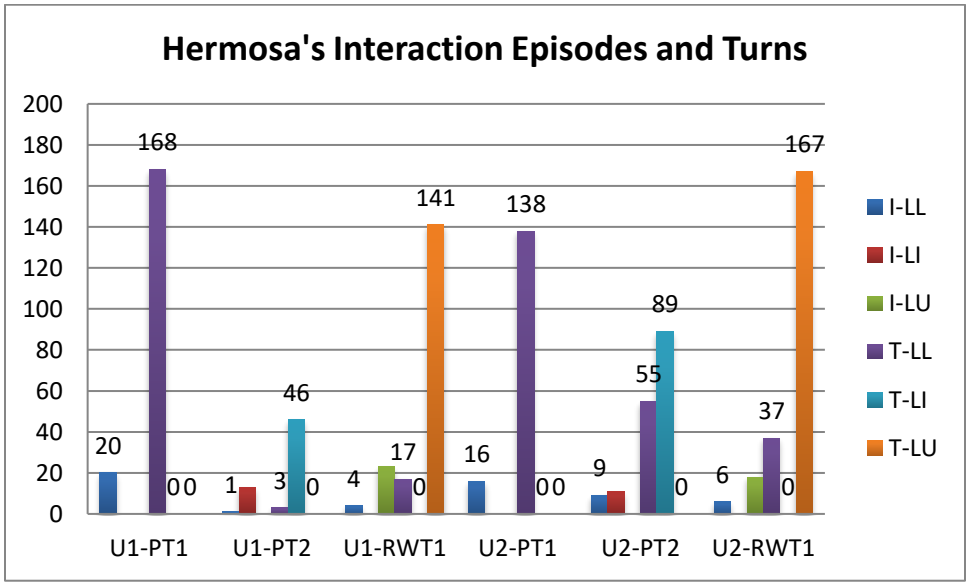
In Unit 1, Lupe's total number of interaction episodes was 43 and her total number of turns was 284. Lupe produced more interaction episodes (20) and turns (198) during PT1, or the simple information gap task. Her interaction episodes and number of turns decreased significantly in U1, PT2. In oral learner-learner collaboration she had 1 interaction episode and 2 turns and in learner-instructor collaboration she had 10 interaction episodes and 35 turns. In Unit 1, RWT1, in oral learner-learner collaboration she had 3 interaction episodes and 14 turns and in learner-unknown interlocutors' collaboration she had 9 interaction episodes and 35 turns. In RWT1, interaction episodes and turns were lower than in PT1, but there were more interaction episodes and turns in RWT1 in the grocery store than in the mock simulation in the classroom in U1, PT2. In Unit 1, oral learner-learner interactions, Lupe produced the highest number of interaction episodes and turns during PT1. When transitioning to PT2/RWT1 +complex tasks, Lupe's oral learner-learner interaction episodes and turns decreased substantially. When considering different interlocutors during task performance, Lupe's interaction episodes with her partner during PT1 were substantially higher than her interaction episodes and turns with her partner and the instructor in PT2, and also with her partner and unknown interlocutors in RWT1 (see Figure 11).

In Unit 2, Lupe produced a total of 58 interaction episodes and a total of 400 turns during the three task performances. Again, Lupe's highest interaction episodes (16) and turns (134) were during written text chats in learner-learner collaboration during U2, PT1 in the simple information gap task. In Unit 2 however, Lupe displayed higher interaction episodes and turns during U2, PT2 in the mock simulation of the mall in the classroom when utilizing written

learner-learner text chats (9 interaction episodes/63 turns) and oral learner-instructor interaction episodes (12 interaction episodes/ 83 turns). In the mall, she had fewer written learner-learner interaction episodes (6) but a similar amount of turns (81). This suggested that although she engaged in fewer conversations at the mall, she spoke a similar number of turns with unknown interlocutors. Her lowest number of interaction episodes occurred during U1, PT1 in learner-learner WhatsApp Text Chats. Next are Hermosa's interaction episodes and turns presented in Figure 12 below.

Hermosa

In Figure 12 below, Hermosa's interaction episodes and turns are displayed. The interaction episodes chart the number of dialogues Hermosa engaged in and the turns record the number of instances that Hermosa spoke in three different interaction types: Learner-learner, Learner-instructor and Learner-unknown interlocutor.



I-LL = Learner-learner Interaction
I-LI = Learner- instructor interaction episode
I-LU = Learner-unknown interlocutor interaction episode
T-LL = Learner-learner turns

T-LI = Learner-instructor turns
T-LU = Learner-unknown interlocutor turns
U1 - PT1 or PT2 = Unit 1, Pedagogical Task 1 or 2
U1 - RWT1 = Unit 1 - Real-World Task 1 (Grocery Store)
U2 - PT1 or PT2 = Unit 2 - Pedagogical Task 1 or 2
U2 - RWT1 = Unit 2 - Real-World Task 1 (the mall)

Figure 11. Hermosa - Interaction Episodes and Turns

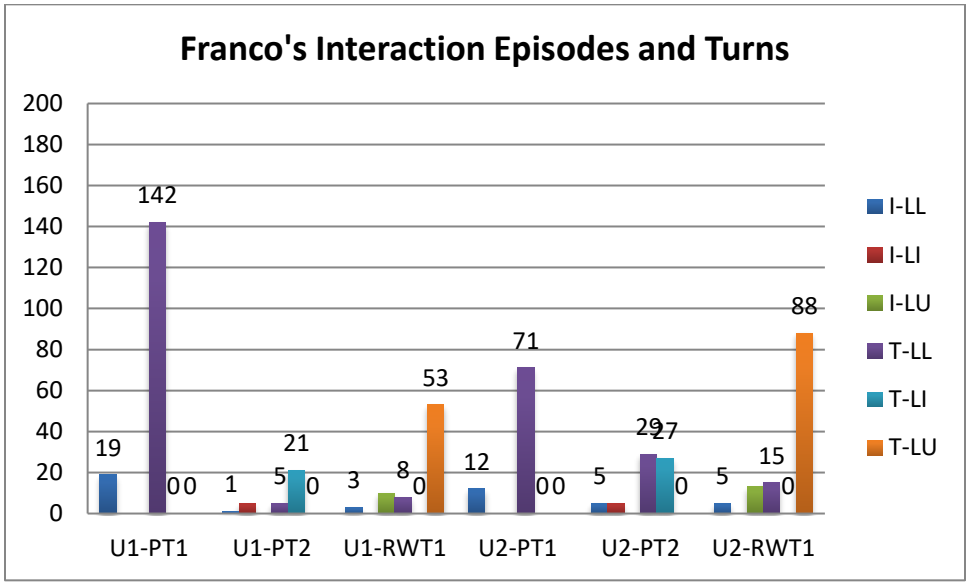
In Figure 11 above, Hermosa produced 61 interaction episodes and 475 turns in Unit 1 PT1, PT2 and RWT1 task performances. She produced the highest number of interaction episodes (20) and turn-taking (168) in oral learner-learner interactions during U1, PT1. Similarly, in Unit 2, PT1 she produced 16 interaction episodes and 138 turn-taking in U2, PT1. Both of her highest productions occurred during learner-learner interactions with Unit 1 in oral speech and Unit 2 in written text chats. In Unit 1, Hermosa's lowest production of interaction episodes and turns occurred during PT2.

In Unit 2, Hermosa produced 60 interaction episodes and 486 turns during PT1, PT2 and RWT1 task performances. She produced the highest number of interaction episodes (18) and turns (167) in oral learner-unknown interlocutor collaboration during U2, RWT1. She produced 16 interaction episodes and 138 turns during U2, PT1 in learner-learner written text chat collaborations. She produced the lowest number of interaction episodes (6) during learner-learner written text chats in RWT1 and the lowest number of *turns* during learner-learner written text chats in PT2. When considering different interlocutors during task performance, Hermosa's interaction episodes and turns with unknown interlocutors in oral collaboration during RWT1 were slightly higher than her interaction episodes and turns with her partner in U2, PT1. Again, Hermosa's lowest interactions episodes and turns were in learner-learner written text chat collaborations. Her second highest interaction episodes (11) and turns (89) were in oral learner-

instructor episodes during U2, PT2. This suggested that Hermosa pursued more oral interactions and spoke more during the oral interactions than in written text chats (see Figure 11). Next are Franco's interaction episodes and turns presented in the figure below.

Franco

In Figure 13 below, Franco's interaction episodes and turns are displayed. The interaction episodes chart the number of dialogues Franco engaged in and the turns record the number of instances that Franco spoke in three different interaction types: Learner-learner, Learner-instructor and Learner-unknown interlocutor.



I-LL = Learner-learner Interaction
I-LI = Learner- instructor interaction episode
I-LU = Learner-unknown interlocutor interaction episode
T-LL = Learner-learner turns
T-LI = Learner-instructor turns
T-LU = Learner-unknown interlocutor turns
U1 - PT1 or PT2 = Unit 1, Pedagogical Task 1 or 2
U1 - RWT1 = Unit 1 - Real-World Task 1 (Grocery Store)
U2 - PT1 or PT2 = Unit 2 - Pedagogical Task 1 or 2
U2 - RWT1 = Unit 2 - Real-World Task 1 (the mall)

Figure 12. Franco - Interaction Episodes and Turns

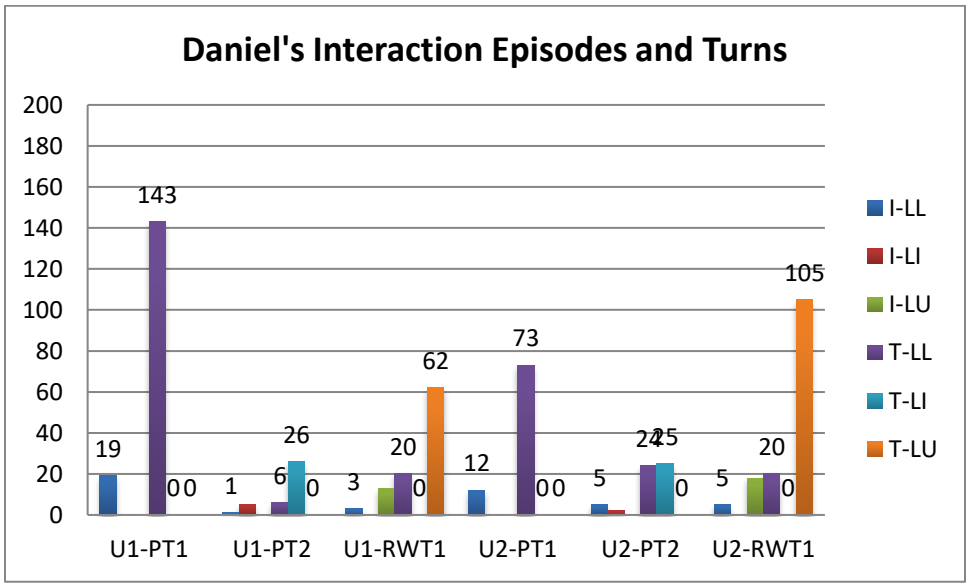
In Unit 1, Franco produced 38 interaction episodes and 229 turns during PT1, PT2 and RWT1 task performances. Franco produced his highest number of interaction episodes (19) and turns (142) in oral learner-learner episodes during U1, PT1. His lowest number of interaction episodes (1) and turns (5) were produced in oral learner-learner interactions during U1, PT2. In U1, RWT1 at the grocery store, his oral learner-learner interaction episodes (3) and turns (8) were slightly higher than in PT2 in the classroom. Also, his oral learner-unknown interlocutor interaction episodes were slightly higher (10 interaction episodes and 53 turns) than the oral learner-instructor interaction episodes (5) and turns (5) in Unit 1, PT2 in the classroom.

In Unit 2, Franco produced 40 interaction episodes and 230 turns during PT1, PT2 and RWT1 task performances. Franco produced the highest number of interaction episodes (12) and turns (71) during U2, PT1 in learner-learner written WhatsApp text chats during the simple information gap task. His lowest number of interaction episodes (5) and turns (27) occurred during U2, PT2 in learner-instructor oral collaboration in the classroom when learners transitioned from a simple to a +complex task. So, Franco produced more interaction episodes and turns in oral learner-learner collaboration in the classroom in Unit 1 and more interaction episodes and turns in oral learner-unknown interlocutor on the field trip to the mall in Unit 2. This suggested that Franco pursued more oral interaction episodes and turns during task performances than written text chat collaborations. Even with higher oral interaction episodes and turns at the mall in Unit 2, Franco still showed a decrease in interaction episodes and turns between PT1 and PT2 in both units of study when transitioning from the simple information gap

task to a +complex task in the classroom. Next are Daniel's interaction episodes and turns presented in the figure below.

Daniel

In Figure 14 below, Daniel's interaction episodes and turns are displayed. The interaction episodes chart the number of dialogues Daniel engaged in and the turns record the number of instances that Daniel spoke in three different interaction types: Learner-learner, Learner-instructor and Learner-unknown interlocutor.



I-LL = Learner-learner Interaction
I-LI = Learner- instructor interaction episode
I-LU = Learner-unknown interlocutor interaction episode
T-LL = Learner-learner turns
T-LI = Learner-instructor turns
T-LU = Learner-unknown interlocutor turns
U1 - PT1 or PT2 = Unit 1, Pedagogical Task 1 or 2
U1 - RWT1 = Unit 1 - Real-World Task 1 (Grocery Store)
U2 - PT1 or PT2 = Unit 2 - Pedagogical Task 1 or 2
U2 - RWT1 = Unit 2 - Real-World Task 1 (the mall)

Figure 13. Daniel's Interaction episodes and turns

In Unit 1, Daniel produced 41 interaction episodes and 257 turns during PT1, PT2 and RWT1 task performances. Daniel produced the highest number of interaction episodes (19) and turns (143) during the oral learner-learner information gap task in U1, PT1. The lowest number of interaction episodes (1) and turns (6) occurred in oral learner-learner collaboration and 5 interaction episodes and 26 turns in learner-instructor collaboration in U1, PT2 when learners transitioned to a +complex task. There was a slight increase of 3 interaction episodes and 20 turns in oral learner-learner interactions during U1, RWT1. Daniel increased to 13 learner-unknown interlocutor interaction episodes with 62 turns at the grocery store during RWT1 performance. This suggested that Daniel pursued more conversations and spoke more with unknown interlocutors at the grocery store than in oral learner-learner collaboration RWT1. Also, Daniel performed better during oral learner-learner collaboration during the simple information gap task and had a decrease in interaction episodes and turns when transitioning to +complex PT2.

In Unit 2, Daniel produced 42 interaction episodes and 247 turns during PT1, PT2 and RWT1 task performances. His highest number of interaction episodes (18) and turns (105) occurred during RWT1 on the field trip at the mall in learner-unknown interlocutor interactions. Daniel had a greater number of interaction episodes and turns during RWT1 than in the PTs in Unit 2. In U2, PT1 Daniel had 12 learner-learner written text chat interaction episodes (with 73 turns) and he had 5 learner-learner written text chat interaction episodes (with 24 turns) in PT2. In the oral learner-instructor interaction in PT2, Daniel only had 2 interaction episodes and 25 turns. This suggested that Daniel pursued more oral learner-unknown interlocutor interaction episodes than other types of interactions. Daniel produced more oral learner-unknown

interlocutor collaboration in the RWT1 at the mall than in learner-learner written text chat interaction episodes and turns during PTs.

Interestingly, in Unit 1, all four learners produced more interaction episodes and turns during U1, PT1 in oral learner-learner simple information gap tasks. However, in Unit 2, Hermosa, Franco and Daniel produced slightly more interaction episodes and turns during oral learner-unknown interlocutor collaborations in RWT1 performance at the mall than in PTs in the classroom. All four learners produced lower interaction episodes and turns when transitioning from PT1 to PT2 in both units of study when utilizing both modalities. Hermosa, Franco and Daniel developed in their abilities to collaborate during task performances and increased in interaction episodes and turns from Unit 1 to Unit 2 RWT performances out in public. In addition to collaboration, additional task performance requirements were observed for transfer of skills during task performance.

4.2 Research Question 2, Transfer in Receptive input and Productive Output Frequencies of Use of Target Vocabulary Items

In research question 2, transfer was examined in vocabulary. The research question and data collection points are listed on the Table 10 in the methods section. Vocabulary frequencies counted from PT and RWTs and the VKS scores were examined for the transfer of target vocabulary items (i.e. in receptive input and productive use) as learners transitioned from the classroom to public domain sites. In order to answer research question 2, overall frequencies are displayed and then each learner's language development is highlighted through the examination of target vocabulary items frequency of use. In the following tables, vocabulary frequencies are displayed for each participant. Tables 16 - 23 show each learner's interactions over target vocabulary for Unit 1 tasks (i.e. PT1, PT2 and RWT1).

4.2.1 Unit 1 Receptive Input and Productive Output Frequencies for Unit 1

Tables 16 - 19 shows individual target word exposure (in receptive input) and each participant's productive use of the target words during the three task performances in Unit 1. The following charts highlight and track the four participants interaction and engagement over each target word receptive input and then productive use during task performances.

Lupe

Unit 1

During Unit 1, PT1 Lupe produced the following target vocabulary items (with tokens) for a total of 97 target word frequencies in oral FTF speech in a simple information gap task as follows: arrangement (14 tokens), budget (13 tokens), reward (13 tokens), aisle (2 tokens), dairy (37 tokens), earn (11 tokens), grocery (5 tokens) and item (2 tokens). In U1, PT2 Lupe's production declined to 17 and then slightly increased during RWT1 performance in the grocery store to 19 frequencies. The highest number of suppliance in vocabulary frequencies occurred during PT1 and the lowest was during PT2. Table 15 displays Lupe's receptive input and productive output frequencies counted in interaction episodes in oral speech throughout the three task performances (i.e. PT1, PT2 and RWT1) in Unit 1 as follows:

Table 15

Lupe – Unit 1, Receptive Input and Productive Output Vocabulary

Learner ***TASK***	***LUPE – Unit 1*** ***PT1***	***PT1***	***PT2***	***PT2***	***RWT1***	***RWT1***
Receptive And Productive Language	R-Input Freq.	P-Output Freq.	R-Input Freq.	P-Output Freq.	R-Input Freq.	P-Output Freq.
Target Vocab. Unit 1						
1. arrange-ment	20	14	2	0	2	4

2. Bottom	4	0	4	0	3	2
3. budget	18	13	8	2	10	4
4. Clerk	3	0	4	0	7	0
5. reward	11	13	2	0	3	0
6. aisle	33	2	6	11	20	6
7. dairy	29	37	2	3	31	0
8. earn	33	11	2	0	3	0
9. grocery	29	5	12	0	16	0
10. item	17	2	13	1	21	0
11. Already	0	0	1	0	1	0
12. plus	38	0	12	0	23	3
Totals	***235***	***97***	***68***	***17***	***140***	***19***

PT1 = Pedagogical task 1
PT2 = Pedagogical task 2
RWT1 = Real-World task 1
Rec. Input Freq. = Receptive input frequencies
Pro. Output Freq. = Productive output frequencies

Hermosa

Unit 1

During Unit 1, PT1 Hermosa produced the following target words (with tokens) for a total of 102 target vocabulary items frequencies during the initial simple information gap task as follows: arrangement (15 tokens), budget (18 tokens), reward (8 tokens), aisle (5 tokens), dairy (14 tokens), earn (14 tokens), grocery (10 tokens), item (2 tokens) and plus card (16 tokens). In a similar pattern to Lupe, Hermosa's production frequencies dropped to 24 in U1, PT2 and then decreased further to 11 frequencies of use during U1, RWT1 performance. Table 16 displays

Hermosa's receptive input and productive output frequencies counted in interaction episodes in oral speech throughout the three task performances (i.e. PT1, PT2 and RWT1) in Unit 1 as follows:

Table 16

Hermosa – Unit 1, Receptive Input and Productive Output Frequencies

Learner ***TASK***	***HERMOSA – Unit 1*** ***PT1*** ***PT1*** ***PT2*** ***PT2*** ***RWT1*** ***RWT1***					
Receptive And Productive Language	R-Input Freq.	P-Output Freq.	R-Input Freq.	P-Output Freq.	R-Input Freq.	P-Output Freq.
Target Vocab. Unit 1						
1. arrange-ment	21	15	2	0	2	0
2. Bottom	4	0	3	4	1	2
3. Budget	15	18	9	5	11	0
4. Clerk	3	0	4	0	4	0
5. Reward	22	8	2	0	5	0
6. Aisle	41	5	9	4	55	5
7. Dairy	52	14	5	2	29	3
8. Earn	32	14	2	0	2	0
9. Grocery	26	10	13	1	17	0
10. Item	17	2	14	0	25	0
11. Already	0	0	1	0	1	0
12. plus card	21	16	18	8	31	1

Totals	***254***	***102***	***82***	***24***	***183***	***11***

PT1 = Pedagogical task 1
PT2 = Pedagogical task 2
RWT1 = Real-World task 1
Rec. Input Freq. = Receptive input frequencies
Pro. Output Freq. = Productive output frequencies

Franco

Unit 1

During Unit 1, PT1 Franco produced the following target words (with tokens) for a total of 67 target vocabulary items frequencies: arrangement (12 tokens), budget (2 tokens), aisle (21 tokens), dairy (21 tokens), earn (3 tokens), grocery (4 tokens) and plus card (4 tokens). In U1, PT2 target word production declined to 10 and then in U1, RWT1 slightly increased to 13. In comparison to Lupe's target word production of 97 and Hermosa's target word production of 102 in U1, PT1, Franco produced substantially fewer target words in Unit 1. Individual differences in internal and/or external processing mechanisms in learning may account for Franco's lower number of production frequencies during task performances. Table 17 displays Franco's receptive input and productive output frequencies counted in interaction episodes in oral speech throughout the three task performances (i.e. PT1, PT2 and RWT1) in Unit 1 as follows:

Table 17

Franco - Unit 1, Receptive Input and Productive Output Frequencies

Learner TASK	***FRANCO – Unit 1*** ***PT1*** ***PT1*** ***PT2*** ***PT2*** ***RWT1*** ***RWT1***					
Receptive And Productive Language	R-Input Freq.	P-Output Freq.	R-Input Freq.	P-Output Freq.	R-Input Freq.	P-Output Freq.
Target Vocab. Unit 1						
1. arrange-	12	12	2	1	2	0

ment						
2. bottom	3	0	1	0	1	0
3. budget	10	2	18	3	12	1
4. clerk	3	0	4	0	4	0
5. reward	5	0	2	0	2	1
6. aisle	18	21	2	3	8	3
7. dairy	17	21	2	1	2	1
8. earn	23	3	2	0	2	1
9. grocery	17	4	12	0	15	0
10. item	17	0	13	0	18	0
11. already	0	0	1	0	1	0
12. plus card	29	4	17	2	21	6
Totals	***154***	***67***	***76***	***10***	***88***	***13***

PT1 = Pedagogical task 1
PT2 = Pedagogical task 2
RWT1 = Real-World task 1
Rec. Input Freq. = Receptive input frequencies
Pro. Output Freq. = Productive output frequencies

Daniel

Unit 1

During Unit 1, PT1, Daniel produced the following words/tokens: arrangement (6 tokens), budget (7 tokens), reward (1 token), aisle (11 tokens), dairy (11 tokens), earn (14 tokens), grocery (2 tokens) and plus card (9 tokens) for a total of 61 frequencies of use. In U1, PT2 he produced the following words and tokens: bottom (3 tokens), budget (13 tokens), clerk (3 tokens), aisle (4 tokens), dairy (2 tokens) and plus card (5 tokens) for a total of 30 frequencies of

use. In U1, RWT1, Daniel produced the following words and tokens: bottom (1 token), budget (8 tokens), clerk (4 tokens), aisle (8 tokens), dairy (1 token), grocery (1 token) and plus card (6 tokens) for a total of 29 frequencies of use. Daniel's production decreased to half the number of frequencies when the +complex task was required. However, Daniel's frequencies in RWT1 at the grocery store remained similar to those that he produced in the mock simulation of the grocery store in the classroom in PT2. Again, both Franco and Daniel produced substantially less productive language than the women which may be attributed to internal and/or external processing mechanisms in learning that do not require the same amount of oral production as some learners. In Table 18 below, Lupe's Unit 2 receptive input and productive output frequencies of use are displayed when two modalities were utilized. Table 18 displays Daniel's receptive input and productive output frequencies counted in interaction episodes in oral speech throughout the three task performances (i.e. PT1, PT2 and RWT1) in Unit 1 as follows:

Table 18

Daniel – Unit 1, Receptive Input and Productive Output Frequencies

Learner ***TASK***	***DANIEL – Unit 1*** ***PT1***	***PT1***	***PT2***	***PT2***	***RWT1***	***RWT1***
Receptive And Productive Language	R-Input Freq.	P-Output Freq.	R-Input Freq.	P-Output Freq.	R-Input Freq.	P-Output Freq.
Target Vocab. Unit 1						
1. arrange-ment	5	6	2	0	2	0
2. bottom	3	0	1	3	1	1
3. budget	7	7	12	13	11	8
4. clerk	3	0	4	3	4	4

5. reward	4	1	2	0	2	0
6. aisle	12	11	8	4	20	8
7. dairy	11	11	6	2	18	1
8. earn	7	14	2	0	2	0
9. grocery	16	2	13	0	16	1
10. item	17	0	13	0	24	0
11. already	0	0	1	0	2	0
12. plus card	13	9	14	5	21	6
	98	***61***	***78***	***30***	***123***	***29***

PT1 = Pedagogical task 1
PT2 = Pedagogical task 2
RWT1 = Real-World task 1
Rec. Input Freq. = Receptive input frequencies
Pro. Output Freq. = Productive output frequencies

4.2.2 Receptive Input and Productive Output Frequencies for Unit 2

Tables 19 - 22 show individual target word exposure (in receptive input) and each participant's productive use of the target words during the three task performances in Unit 2. The following charts highlight and track the four participants interaction and engagement over each target word receptive input and then productive use during task performances. Because two modalities were recorded in Unit 2 with learner-learner mobile-mediated interaction, oral speech was recorded as (O) and mobile-mediated written text chats were recorded as (W) in the tables below. Again, the individual target words for each participant are recorded in the following charts in receptive input (under 'Rec. Input Freq.') and productive use (under 'Pro. Output Freq.'). In Unit 2, the frequencies of use also highlight written text chats, as well as oral speech (Choosing a Quality Gift) at the mall by learner.

Lupe

Unit 2

During Unit 2, Lupe produced the following target words (with tokens) for a total of 31 target word frequencies in PT1 when utilizing her phone in mobile-mediated interaction in the simple information gap task as follows: inexpensive (2 tokens), brand (7 tokens), rack (4 tokens), high-end (2 tokens), low-end (2 tokens), carry (3 tokens), small kitchen appliances (1 token), gauge (4 tokens), style (3 tokens) and material (3 tokens). In U2, PT2 Lupe exhibited a similar pattern of production in that her target word use declined to 15 and once again slightly increased during RWT1 at the mall with 20 frequencies. Overall her target word frequencies declined when utilizing WhatsApp Text Chats in learner-learner collaboration. She produced the highest number of target vocabulary items during Unit 1 in oral learner-learner collaborative interactions. Due to the drop in frequencies in PT2 and then the slight increase in RWT1, this suggested that the increase to a +complex task (with more steps, higher reasoning demands and the use of technology) may have contributed more to a decline in target word production than the secondary context (where frequencies slightly increased again) in the grocery store or at the mall. In Table 19 below, receptive input and productive output frequencies are displayed for Lupe in all three tasks (PT1, PT2 and RWT1) in oral and written modalities.

Table 19

Lupe – Unit 2 Receptive Input and Productive Output Frequencies in two Modalities

Learner	***LUPE – Unit 2***					
Task	PT1 Rec. Input Freq.	PT1 Pro. Output Freq.	PT2 Rec. Input Freq.	PT2 Pro. Output Freq.P -	RWT1 Rec. Input Freq.	RWT1 Pro. Output Freq.

	W	W	W (O)	W (O)	W (O)	W (O)
Target Vocab. Unit 2						
1. inexpen-sive	8	2	1 (1)	0 (0)	1 (0)	0 (0)
2. house hold goods	8	0	4 (4)	2 (0)	4 (0)	0 (1)
3. brand	16	7	17 (17)	2 (4)	17 (0)	0 (3)
4. rack	12	4	1 (1)	1 (1)	1 (0)	0 (0)
5. outfit	0	0	1 (1)	0 (0)	1 (0)	0 (0)
6. high-end	7	2	4 (5)	4 (4)	7 (0)	4 (0)
7. low-end	7	2	2 (4)	4 (4)	3 (0)	1 (0)
8. carry	5	3	1 (1)	0 (0)	2 (0)	1 (0)
9. small kitchen appliance	0	1	3 (2)	0 (0)	2 (0)	1 (0)
10. gauge	3	4	2	1	2	0

			(2)	(1)	(0)	(0)
11. style	5	3	2 (3)	0 (1)	1 (0)	0 (0)
12. material	11	3	14 (13)	1 (5)	1 (13)	2 (5)
Totals	82	31	W 52 (O) 54	W 15 (O) 20	W 42 (O) 13	W 9 (O) 9
Grand Totals	***82***	***31***	***106***	***35***	***55***	***18***

PT1 = Pedagogical task 1
PT2 = Pedagogical task 2
RWT1 = Real-World task 1
Rec. Input Freq. = Receptive input frequencies
Pro. Output Freq. = Productive output frequencies
W= Written Material including WhatsApp Text Chat Frequencies of use -1.) in receptive language this is material read in task performance sheets or classmate's texts – 2.) in productive language this is what learners wrote in texts, hand-wrote on task performance sheets/ learning journal
(O) = Oral Frequencies of use –1.) in receptive language what is heard by a learner in collaborative interactions –2.) in productive language this is what learners orally spoke in interactions

Hermosa

Unit 2

During Unit 2, when utilizing mobile-mediated interactions during learner-learner collaboration, Hermosa's overall number of frequencies declined. She produced target words (with tokens) in WhatsApp Text Chats for a total of 37 target word frequencies as follows: inexpensive (2 tokens), household goods (1 token), brand (10 tokens), rack (6 tokens), high-end (4 tokens), low-end (3 tokens), carry (4 tokens), small kitchen appliances (1 token), gauge (1

token), style (3 tokens) and material (2 tokens). In the first simple information gap task, Hermosa produced 37 target words. Similar to her pattern in Unit 1, in Unit 2, PT2 Hermosa's production declined to 17 and then slightly increased during task performance at the mall to 30. This pattern was different than Unit 1 for Hermosa in that her RWT at the grocery store declined slightly more instead of rising as is the case in Unit 2. Hermosa produced fewer target words when utilizing WhatsApp Text Chat in learner-learner interactions and oral speech in other interactions. Similar to Lupe, in both units of study, when Hermosa transitioned from the simple task to a +complex task her vocabulary frequencies declined significantly in PT2 in the classroom. Hermosa's pattern also demonstrates that the shift in complexity may have contributed more towards the decline in vocabulary frequencies more than that of a second context where task performance was in public in Unit 2. Also, of equal importance, the mall context might have been an easier place for Hermosa to maneuver task performance than the grocery store. Of consideration as well was the development of the skill of collaboration for Hermosa and in the second outing she might have pursued more beneficial interactions. There are several factors to consider as to why Hermosa's RWT1 performance at the mall resulted in slightly higher production than at the grocery store in U1, RWT1 performance. In Table 20 below, receptive input and productive output frequencies are displayed for Hermosa in all three tasks (PT1, PT2 and RWT1) in oral and written modalities.

Table 20

Hermosa - Unit 2, Receptive Input and Productive Output Frequencies in two Modalities

Learner	***HERMOSA – Unit 2***					
Task	PT1 Rec.	PT1 Pro.	PT2 Rec.	PT2 Pro.	RWT1 Rec.	RWT1 Pro.

	Input Freq. W	Output Freq. W	Input Freq. W (O)	Output Freq. W (O)	Input Freq. W (O)	Output Freq. W (O)
Target Vocab. Unit 2						
1. inexpen-sive	8	2	1 (2)	1 (1)	1 (0)	0 (0)
2. house hold goods	7	1	4 (4)	0 (0)	4 (0)	0 (0)
3. brand	8	10	18 (21)	1 (2)	16 (9)	1 (8)
4. rack	10	6	1 (1)	0 (0)	1 (0)	0 (0)
5. outfit	0	0	1 (1)	0 (0)	1 (0)	0 (0)
6. high-end	7	4	3 (2)	12 (10)	3 (0)	0 (0)
7. low-end	8	3	2 (4)	1 (3)	2 (0)	0 (0)
8. carry	3	4	1 (1)	0 (0)	1 (0)	0 (0)
9. small kitchen appliance	4	1	2 (2)	1 (1)	2 (0)	0 (0)
10. gauge	6	1	2 (2)	0 (0)	1 (0)	0 (0)
11. style	6	3	2 (3)	0 (0)	1 (1)	0 (2)

12. material	9	2	14 (13)	1 (13)	13 (1)	0 (18)
	76	37	W 51 (O) 56	W 17 (O) 30	W 46 (O) 11	W 1 (O) 28
Grand Totals	***76***	***37***	***107***	***47***	***57***	***29***

PT1 = Pedagogical task 1
PT2 = Pedagogical task 2
RWT1 = Real-World task 1
Rec. Input Freq. = Receptive input frequencies
Pro. Output Freq. = Productive output frequencies
W= Written Material including WhatsApp Text Chat Frequencies of use -1.) in receptive language this is material read in task performance sheets or classmate's texts – 2.) in productive language this is what learners wrote in texts, hand-wrote on task performance sheets/ learning journal
(O) = Oral Frequencies of use –1.) in receptive language what is heard by a learner in collaborative interactions –2.) in productive language this is what learners orally spoke in interactions

Franco

Unit 2

During Unit 2, when utilizing WhatsApp Text Chat in learner-learner collaboration, Franco's frequencies followed a different pattern. Franco produced target word (with tokens) for a total of 14 target word frequencies in WhatsApp Text Chat as follows: inexpensive (1 token), household goods (1 token), brand (1 token), high-end (2 tokens), low-end (2 tokens), carry (2 tokens), small kitchen appliances (1 token), gauge (2 tokens) and style (2 tokens). His frequencies of use were quite low and continued to decrease throughout task performances. He produced 14 vocabulary frequencies of use in U2, PT1, 12 in U2, PT2 and 11 in U2, RWT1. Throughout PT and RWT performances, Franco's target word production declined. Although there was a decline in target word use, the decline itself was substantially less steep than the decline in Unit 1 between PT1

and PT2. In Unit 1, Franco had a slight increase in production in RWT1 from PT2. However, in Unit 2, Franco's production steadily declines. So, instead of the steep 85% decrease of target words used from U1, PT1 to PT2, in Unit 2 from PT1 to PT2 there was only a 15% decline. Franco maintained better consistency throughout Unit 2 with the utilization of two modalities in task performance at the mall although his overall production was much less. Similar to the previous learners, Franco's steep decrease in frequencies also occurred when a +complex task performance with technology was required. In Table 21 below, receptive input and productive output frequencies are displayed for Franco in all three tasks (PT1, PT2 and RWT1) in oral and written modalities.

Table 21

Franco - Unit 2 Receptive Input and Productive Output in two Modalities

Learner	***FRANCO – Unit 2***					
Task	PT1 Rec. Input Freq. W	PT1 Pro. Output Freq. W	PT2 Rec. Input Freq. W (O)	PT2 Pro. Output Freq. W (O)	RWT1 Rec. Input Freq. W (O)	RWT1 Pro. Output Freq. W (O)
Target Vocab. Unit 2						
1. in-expensive	8	1	1 (1)	1 (1)	1 (0)	1 (0)
2. house hold goods	7	1	6 (4)	1 (1)	4 (0)	1 (0)
3.	15	1	17	1	16	3

brand			(16)	(1)	(1)	(1)
4. rack	12	0	1 (1)	0 (0)	1 (0)	0 (0)
5. outfit	0	0	1 (1)	0 (0)	1 (0)	0 (0)
6. high-end	7	2	2 (2)	1 (1)	3 (0)	4 (0)
7. low-end	7	2	3 (2)	4 (1)	2 (0)	4 (0)
8. carry	1	2	1 (1)	1 (1)	1 (0)	1 (0)
9. small kitchen appliance	1	1	2 (2)	0 (0)	2 (0)	0 (0)
10. gauge	8	2	2 (2)	1 (1)	1 (0)	1 (0)
11. style	6	2	2 (2)	1 (1)	1 (0)	1 (0)
12. material	10	0	13 (14)	1 (3)	13 (11)	0 (12)
Totals	82	14	W 51 (O) 48	W 12 (O) 11	W 46 (O) 12	W 16 (O) 13
Grand	***82***	***14***	***99***	***23***	***58***	***29***

Totals						

PT1 = Pedagogical task 1
PT2 = Pedagogical task 2
RWT1 = Real-World task 1
Rec. Input Freq. = Receptive input frequencies
Pro. Output Freq. = Productive output frequencies
W= Written Material including WhatsApp Text Chat Frequencies of use -1.) in receptive language this is material read in task performance sheets or classmate's texts – 2.) in productive language this is what learners wrote in texts, hand-wrote on task performance sheets/ learning journal
(O) = Oral Frequencies of use –1.) in receptive language what is heard by a learner in collaborative interactions –2.) in productive language this is what learners orally spoke in interactions

Daniel

Unit 2

During Unit 2, PT1, Daniel produced 24 target vocabulary items frequencies during mobile-mediated learner-learner interactions as follows: inexpensive (2 tokens), household goods (1 token), brand (5 tokens), rack (4 tokens), high-end (2 tokens), low-end (2 tokens), gauge (4 tokens), style (1 token) and material (4 tokens). This was only 40% of the amount he produced during Unit 1, PT1 in oral FTF collaboration. Similar to Franco's pattern, Daniel's vocabulary frequencies in U2, PT2 declined to 13 and then further decreased to 12 in U2, RWT1 at the mall. The increase in task complexity and then a shift in context as learners transitioned from the classroom to public domain sites might have contributed toward the downward trend in target word production for both Franco and Daniel. Also, the internal/external processing mechanisms in learning new words may be accounted for as individual differences in the need to orally vs. mentally process language while performing tasks. One pattern that remained consistent between all four learners in both units of study regardless of modality was that when learners transitioned from simple tasks to +complex tasks there was a decrease in target word production. In research,

Robinson (2011) states that an increase from a simple task to a +complex task can affect task performance for learners. Although there was a decrease in target word production during +complex task performances, this does not necessarily indicate a decline in target word learning and/or knowledge. Vocabulary learning is further discussed in Research Question 3. In Table 22 below, receptive input and productive output frequencies are displayed for Daniel in all three tasks (PT1, PT2 and RWT1) in oral and written modalities.

Table 22

Daniel - Unit 2, Receptive Input and Productive Output Frequencies in two Modalities

Learner	***DANIEL – Unit 2***					
Task	PT1 Rec. Input Freq. W	PT1 Pro. Output Freq. W	PT2 Rec. Input Freq. W (O)	PT2 Pro. Output Freq. W (O)	RWT1 Rec. Input Freq. W (O)	RWT1 Pro. Output Freq. W (O)
Target Vocabulary						
1. in-expensive	7	2	1 (2)	1 (1)	1 (0)	0 (0)
2. house hold goods	6	1	3 (3)	2 (0)	4 (0)	1 (1)
3. brand	10	5	14 (15)	1 (0)	16 (5)	1 (6)
4. rack	9	4	1 (1)	0 (0)	1 (0)	0 (0)
5.	0	0	1	0	1	0

outfit			(1)	(0)	(0)	(0)
6. high-end	7	2	3 (4)	5 (5)	3 (0)	0 (0)
7. low-end	7	2	7 (3)	4 (3)	2 (0)	0 (0)
8. carry	2	0	1 (2)	0 (0)	1 (0)	0 (0)
9. small kitchen appliance	1	0	2 (2)	0 (0)	2 (0)	1 (0)
10. gauge	6	4	1 (1)	0 (0)	1 (0)	0 (0)
11. style	6	1	1 (1)	0 (0)	1 (0)	0 (1)
12. material	6	4	14 (13)	0 (3)	13 (0)	1 (4)
	67	25	W 49 (O) 48	W 13 (O) 12	W 46 (O) 5	W 4 (O) 11
Grand Totals	***67***	***25***	**97**	**25**	**51**	**15**

PT1 = Pedagogical task 1
PT2 = Pedagogical task 2
RWT1 = Real-World task 1
Rec. Input Freq. = Receptive input frequencies
Pro. Output Freq. = Productive output frequencies
W= Written Material including WhatsApp Text Chat Frequencies of use -1.) in receptive language this is material read in task performance sheets or classmate's texts – 2.) in productive language this is what learners wrote in texts, hand-wrote on task performance sheets/ learning journal
(O) = Oral Frequencies of use –1.) in receptive language what is heard by a learner in collaborative interactions –2.) in productive language this is what learners orally spoke in interactions

Overall, all four learners demonstrated target vocabulary used throughout PT and RWTs in Unit 1. There was substantially more receptive input for each learner than productive use throughout task performances. Receptive input came through listening to various other interlocutors (other learners, the instructor and unknown interlocutors), as well as in reading relevant materials. In Unit 2, mobile-mediated learner-learner interactions were utilized in SMS WhatsApp Text Chat interactions. Even with mobile-mediated interactions between partners, learners were also required to complete FTF interactions with other unknown interlocutors at the mall. Much like real life, dialogue in person FTF and then dialogue on a phone in texting required some task switching skills. This required learners to talk to mall store clerks and then text their partners.

4.2.3 Collaboration in Interaction Types

Also, production varied when learners engaged in collaboration with different interlocutors. Collaboration occurred in learner-learner interactions in all PT and RWTs. Learner-instructor interactions occurred during PT2 in each unit and learner-unknown interlocutor interactions occurred during RWT1 in both units of study. In order to show insights into the relationship between interlocutor types and the production of target words, Tables 24 – 27 display the various interaction episodes for each participant in the study. Vocabulary item types are displayed along the vertical axis and tokens for target vocabulary items for Unit 1 and then Unit 2 are counted per interaction type (learner-learner, learner-instructor or learner-unknown interlocutor) in either oral spoken or written SMS WhatsApp Text Chat modalities.

Lupe

In the following table, Lupe's vocabulary frequencies according to interaction type (Learner-learner, learner-instructor and learner-unknown interlocutor) are displayed.

Table 23

Lupe - Vocabulary Frequencies in Interaction Types for Unit 1 and Unit 2

	LUPE										
Unit / Word	**PT1**				**PT2**				**RWT1**		
Unit 1	*				*	*			*		*
	LL	**LI**	**LU**		**LL**	**LI**	**LU**		**LL**	**LI**	**LU**
1 arrangement	11										
2 bottom	0										
3 budget	11				1	0			4		0
4 clerk	0										
5 reward	12										
6 aisle	0				0	4			0		1
7 dairy	36										
8 earn	9										
9 grocery	5										
10 item	0										
11 already	0										
12 plus card	9										
Totals	93				1	4			4		1
Unit 2											
1 inexpensive	0										
2 household goods	0				2	0			1		0
3 brand	4				4	2			1		2
4 rack	2										
5 outfit											
6 high-end	1				0	2					
7 low-end	1				0	2					
8 carry	1										
9 small kitchen appliances	1								1		0
10 gauge	2										
11 style	2				0	1					
12 material	3				1	5			1		5
Totals	17				8	16			8		8

LL = Learner-learner interactions
LI = Learner-instructor interactions
LU= Learner-unknown interlocutor interactions
PT1 = Pedagogical Task 1
PT2 = Pedagogical Task 2
RWT1 = Real-World Task 1

During Unit 1 and 2, PT1, Lupe had the highest number of all interactions that were in learner-learner collaboration in the simple information gap tasks. In an oral learner-learner task in Unit 1, PT1, she produced 6 different target word types and tokens as follows: budget (11 tokens), reward (12 tokens), dairy (36 tokens), earn (9 tokens), grocery (5 tokens) and plus card (9 tokens) for a total of 93 frequencies of use. In written text chats in Unit 2, PT1, she produced the following word types and tokens: brand (4 tokens), rack (2 tokens), high-end (1 token), low-end (1 token), carry (1 token), small kitchen appliance (1 token), gauge (2 tokens), style (2 tokens) and material (3 tokens) for a total of 17 frequencies of use. In learner-instructor collaboration, in U1, PT2 Lupe interacted over 3 target words and in U2, PT2, Lupe interacted over 4 target words. In learner-learner collaboration, she interacted over 2 target words in U1, PT2 and 4 target words in U2, PT2. She interacted over more words in written WhatsApp text chats. In U1, RWT1 Lupe had more learner-learner interaction over target words (4) than in learner-unknown interlocutor interaction over target vocabulary items (1). In U2, RWT1, Lupe had an equal amount of learner-unknown interlocutor interactions (8) in FTF oral dialogue and learner-learner mobile-mediated text chat interactions (8). In Table 25 below, Hermosa's frequencies according to interaction types are listed for both units of study.

Hermosa

In the following table, Hermosa's vocabulary frequencies according to interaction type (Learner-learner, learner-instructor and learner-unknown interlocutor) are displayed.

Table 24

Hermosa - Vocabulary Frequencies in Interaction Types for Unit 1 and Unit 2

	Hermosa										
Unit / Word	**PT1**				**PT2**				**RWT1**		
Unit 1	*				*	*			*		*
	LL	**LI**	**LU**		**LL**	**LI**	**LU**		**LL**	**LI**	**LU**

1 arrangement	12										
2 bottom	0				2	0					
3 budget	15				4	1					
4 clerk	0										
5 reward	4										
6 aisle	3										
7 dairy	13								0		3
8 earn	11										
9 grocery	6										
10 item	0										
11 already	0										
12 plus card	16				4	2			2		6
Totals	80				10	3			2		9
Unit 2											
1 inexpensive	1										
2 household goods	2										
3 brand	5				1	2			1		8
4 rack	3										
5 outfit	0										
6 high-end	2				2	0					
7 low-end	2				0	2					
8 carry	2										
9 small kitchen appliances	0				1	0					
10 gauge	0										
11 style	1								0		2
12 material	1				1	13			10		8
	19				4	17			11		18

LL = Learner-learner interactions
LI = Learner-instructor interactions
LU= Learner-unknown interlocutor interactions
PT1 = Pedagogical Task 1
PT2 = Pedagogical Task 2
RWT1 = Real-World Task 1

During Unit 1, Hermosa produced a higher number of target vocabulary items in learner-learner interactions (80) during PT1, a simple information gap task. Hermosa's learner-learner interactions (10) were higher during U1, PT2 than the learner-instructor interactions (3). However, in U2, PT2, Hermosa's learner-instructor interactions (17) were higher than her

learner-learner interactions (4). In both units when Hermosa transitioned to RWT1 performances, her learner-unknown interlocutor interactions were higher (9 in Unit 1 and 18 in Unit 2). This suggested that Hermosa's interactions with strangers, however stressful, were pursued more than interactions with her peers.

Franco

In the following table, Franco's vocabulary frequencies according to interaction type (Learner-learner, learner-instructor and learner-unknown interlocutor) are displayed.

Table 25

Franco - Vocabulary Frequencies in Interaction Types for Unit's 1 and 2

	Franco										
Unit / Word	**PT1**				**PT2**				**RWT1**		
Unit 1											
	LL	**LI**	**LU**		**LL**	**LI**	**LU**		**LL**	**LI**	**LU**
1 arrangement	11										
2 bottom	0										
3 budget	2				3				1		0
4 clerk	0										
5 reward	0										
6 aisle	18										
7 dairy	20										
8 earn	3										
9 grocery	4										
10 item	0										
11 already	0										
12 plus card	3				0		1		1		3
Totals	61				3		1		2		3
Unit 2											
1 inexpensive	0										
2 household goods	0								3		0
3 brand	0										
4 rack	0										
5 outfit	0										
6 high-end	1										
7 low-end	1				3	0					
8 carry	1										

9 small kitchen appliances	1										
10 gauge	1										
11 style	1										
12 material	0				1	3			1		11
Totals	6				4	3			4		11

LL = Learner-learner interactions
LI = Learner-instructor interactions
LU= Learner-unknown interlocutor interactions
PT1 = Pedagogical Task 1
PT2 = Pedagogical Task 2
RWT1 = Real-World Task 1

In Unit 1, Franco produced the highest number of frequencies in oral learner-learner interactions. Franco produced more target vocabulary items in learner-learner interactions in learner-learner interactions throughout PTs. When Franco transitioned into public contexts, he produced more target words during learner-unknown interlocutor interactions (U1, RWT1 he produced 3 and in U2, RWT1 at the mall he produced 11) than in learner-learner interactions (U1, RWT1 he produced 2 and U2, RWT1 he produced 4). This suggested that Franco pursued more interactions with strangers over interactions with fellow classmates.

Daniel

In the following table, Daniel's vocabulary frequencies according to interaction type (Learner-learner, learner-instructor and learner-unknown interlocutor) are displayed. During Unit 1, PT1, Daniel produced the highest amount of target vocabulary during oral learner-learner interaction in a simple information gap task. In PT2 performances, Daniel produced more target vocabulary during oral learner-learner interactions (9 in Unit 1 and 4 in Unit 2 WhatsApp Text Chats). At the grocery store in U1, RWT1, Daniel produced more target words in oral learner-learner interactions. But at the mall in U2, RWT1, Daniel produced more target words with strangers during task performance in the public context.

Table 26

Daniel - Vocabulary Frequencies in Interaction Types in Unit's 1 and 2

	Daniel										
Unit / Word	**PT1**				**PT2**				**RWT1**		
Unit 1											
	LL	**LI**	**LU**		**LL**	**LI**	**LU**		**LL**	**LI**	**LU**
1 arrangement	5										
2 bottom	0								1		
3 budget	6				9	3			7		1
4 clerk	0								2		2
5 reward	0										
6 aisle	7								7		1
7 dairy	10				0	1					
8 earn	13										
9 grocery	2								1		0
10 item	0										
11 already	0										
12 plus card	8								2		2
Totals	51				9	4			20		6
Unit 2	0										
1 inexpensive	1										
2 household goods	1				2	0			0		1
3 brand	5				1	0			3		3
4 rack	4										
5 outfit	0										
6 high-end	1										
7 low-end	1				1	0					
8 carry	0										
9 small kitchen appliances	0										
10 gauge	3										
11 style	1								0		1
12 material	4				0	3			1		4
Totals	21				4	3			4		9

LL = Learner-learner interactions
LI = Learner-instructor interactions
LU= Learner-unknown interlocutor interactions
PT1 = Pedagogical Task 1
PT2 = Pedagogical Task 2
RWT1 = Real-World Task 1

The use of learners' target vocabulary as demonstrated in this section was that students produced more target items in types and tokens during the learner-learner collaboration in simple information gap tasks more than in the +complex tasks. In the mock simulations in the classroom and the field trips out in public settings in different contexts learners produced fewer target words. Learners production from PT2 to RWT1 in both units of study showed very minimal shifts in production. This suggests that there may be more relevance to the transition from simple to +complex tasks than in the shift from the classroom to a different context. In regard to transfer, both units of study show evidence of transfer due to the production of target words during all PT and RWTs. In examination of transfer, the four learners demonstrated overall target word production in utilizing one or two modalities during two different units of study when transitioning to different contexts.

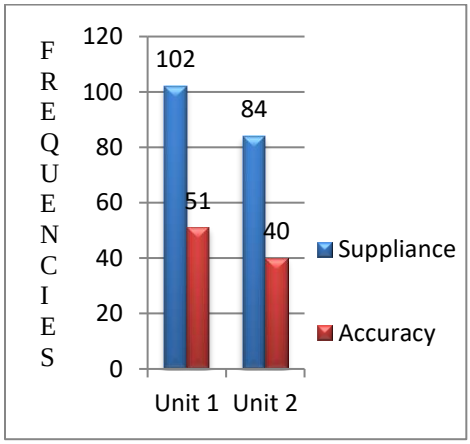
In receptive input of target vocabulary items, input came from listening to other learners, listening to the instructor and then listening to unknown interlocutors. In addition to receptive input that was heard, learners were also exposed to receptive input in reading relevant material (task performance sheets, learning journals, text chats and other materials displayed in the mock simulations and then out in public on signs, advertisements, store flyers and the product labels themselves). As noted in both units of study, receptive input frequencies were substantially higher for learners throughout all of the task performances. Reporting receptive input frequencies in the current study is in order to acknowledge the impact that receptive input in conjunction with or instead of productive output during task performance.

4.2.4 Accurate Use of Vocabulary

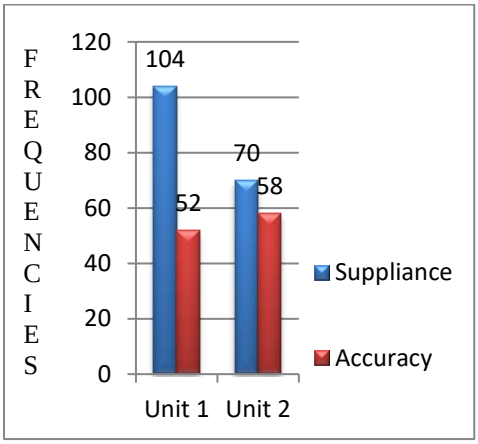
In research question 2, *accurate use of* vocabulary was examined differently from suppliance (word use) in productive language. Accurate use of vocabulary was defined as target

word use when learners used the vocabulary words *correctly* (in meaning making). In Figure 18, learners' suppliance (mere production) and accuracy (correct meaning making in context) is displayed. All production and accuracy were examined in the two modalities and were recorded as the learner's ability to correctly use the word in context. Figure 14 displays suppliance and accuracy during task performance in oral or written language for each learner in the two units of study (no material from the task performance sheets or learning journals was included in the frequency counts, strictly FTF oral speech and WhatsApp text chats).

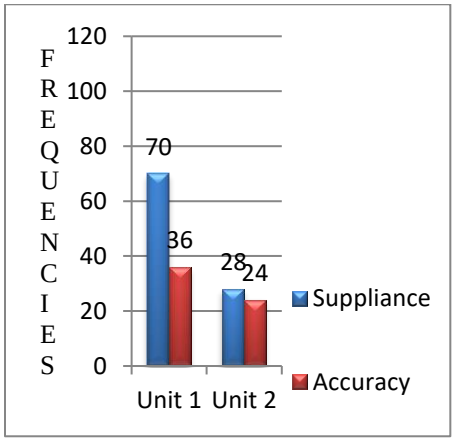
LUPE



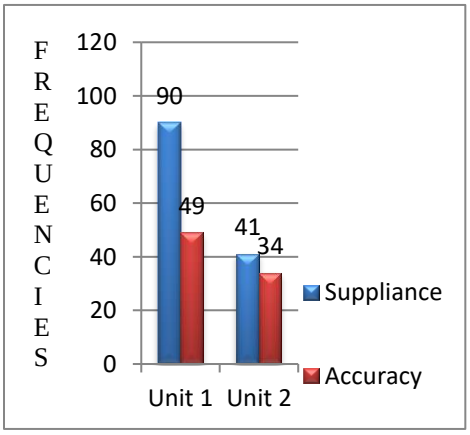
HERMOSA



FRANCO



DANIEL



Suppliance= oral and written production in Unit 1. In Unit 2, target word production in oral interactions and WhatsApp Text Chat

Accuracy = Correct use in meaning making in context

Figure 14. Participant target word suppliance and accuracy in Unit 1 and 2

In Figure 14 above, target vocabulary item frequencies in suppliance (i.e. any use of the word) and accuracy (i.e. correct meaning used in context) were compared.

Lupe

Lupe produced 102 target word frequencies (in oral FTF interaction episodes and/or on handwritten task performance sheets) in unit 1 with 51 of the words used with the correct meaning in context. In Unit 2, Lupe produced fewer words (84 frequencies in WhatsApp Text Chats and/or on handwritten task performance sheets), but her suppliance/ accuracy was similar to Unit 1's at 50%. This suggests that although Lupe produced fewer words in Unit 2, she produced them with equal accuracy. She accurately produced vocabulary words in approximately half the words that she produced.

Hermosa

Hermosa had a different outcome in her language development than that of Lupe. She supplied 104 target word frequencies in Unit 1 (in oral FTF interaction episodes and/or handwritten task performance sheets) and 70 target word frequencies in Unit 2 (in WhatsApp Text Chats and/or handwritten task performance sheets). This is a substantial decline in suppliance between the two units of study. Her accuracy in Unit 1 (52) was 50% of suppliance. In Unit 2 she produced 58 accurate uses, which made her production accurate approximately 83% of the time. She had greater accuracy in Unit 2 than in Unit 1. Although she produced fewer words in Unit 2 (with WhatsApp Text Chat and Oral interactions both), she used words with more accuracy when producing them. This suggests that she paid more attention to words when

using them with WhatsApp Text Chat in combination with oral interactions (Unit 2) than just in oral interactions alone (Unit 1).

Franco

Franco produced significantly less target vocabulary items than the other learners. He was a novice-high learner at the time of the study. In Unit 1, he produced 70 target word frequencies (in oral FTF interaction episodes and/ or handwritten task performance sheets) and double the amount of words than what he produced in Unit 2. In Unit 2 he only produced 28 target word frequencies (in WhatsApp Text Chats and/or handwritten task performance sheets). In Unit 1, Franco's accuracy was at about 50% (36), but interestingly, in Unit 2 his accuracy (24) was at 86%. Of the four participants, Franco produced the fewest number of target vocabulary items in both units of study. But his ability to produce the same percentage of accurate language is comparable to the other learners. These findings also suggest that Franco used more accurate target words when utilizing WhatsApp Text Chat and oral interactions combined (Unit 2) than in oral interaction alone (Unit 1).

Daniel

Daniel's target word production in Unit 1 (90) was double his production in Unit 2 (41). In Unit 1, his accuracy (49) was at 54% during oral interactions. In Unit 2, while using WhatsApp Text Chat and oral interactions, his accuracy (34) was at 83%. With the exception of Lupe, all of the other three participants (Hermosa, Franco and Daniel) all produced fewer target words in Unit 2, but with more accuracy. Consequently, the implementation of mobile-mediated interactions such as WhatsApp Text Chat in the current TBLT study benefited learners' ability to use more accurate target vocabulary items during task performance.

Also noteworthy in post participant interviews, Hermosa, Franco and Daniel all spoke about the usefulness of WhatsApp Text Chat in helping the learner use more accurate language. This occurred as learners had to type words in correctly and use them in context correctly to be understood. Interestingly, they all stated that production in mobile-mediated devices was slower due to the pace of typing texts into the phone compared to more rapid spontaneous oral speech. This may account for lower overall frequencies when texting. Lupe, Franco and Daniel agreed that they used more accurate vocabulary and produced better messages in 'meaning making' when texting.

4.3 Research Question 3, The Impact of Pedagogical and Real-World Tasks on Vocabulary Learning

In order to better investigate the impact that PT and RWTs have on vocabulary learning, PT performances and outcomes were examined on VKS evaluations. In Table 11 in the methods section, research question 3 and data collection points were displayed. The VKS results after PTs and then each RWT1 performance were measured to examine the role of each task performance in vocabulary learning over time. Then vocabulary learning is discussed more in-depth and, delayed posttest VKS scores are highlighted to demonstrate final learning outcomes.

In addition to the final posttest VKS scores, a more detailed account of each of the four learners' learning processes was examined. In Table 27 below, transfer of vocabulary knowledge throughout PT and RWTs in Lupe's language development is displayed. In pretests, unknown target words were identified to use in the study. As PT and RWTs progressed, movement from unknown to a demonstrated use (with a score of 5 where words were used in complete sentences) of target words was noted in learners' VKS scores.

Lupe

In order to discuss how PTs and RWTs benefit learners' advancement, a more detailed discussion of specific words follows for Lupe. In the Unit 1 Pretest, Lupe stated that she didn't know what the word 'bottom' (*Adjective* 1. in the lowest position; such as the *bottom* shelf on a grocery store aisle) meant. Lupe was exposed to 'bottom' four times during each PT in receptive input but didn't use the word at that time. After Unit 1, PT2, Lupe self-reported that she recognized the word and erroneously thought that 'bottom' meant 'algodón' (*translated: cotton*). Because Lupe self-reported a 0 (I don't know this word) on the scale in the pretest and then a 2 (I recognize this word, but I don't know what it means) on the VSK post PTs, there was some movement in Lupe's recognition of the word, but the meaning was still unclear. In U1, RWT1 in the grocery store, Lupe was exposed to 'bottom' in receptive input three times and produced 'bottom' on her task performance sheet during task performance twice. Here form and meaning (Nation, 2013) were both attended to.

Table 27

Pattern of word knowledge development for Lupe

LUPE	N	Total vocabulary										
VKS Score	12	0	1	2	3	4	5					
Pretest		8		4								
PT2, Unit 1		2		1	1	1	7					
RWT1, Unit 1					1		11					
Delayed Posttest, Unit 1								1				11
Pretest		9				3						
PT2, Unit 2		1				1				3	7	
RWT1, Unit 2				2				1	9			
Delayed Posttest, Unit 2								1				11

PT2 = Pedagogical Task 2
RWT1 = Real-World Task 1
0= Score of "I don't know this word."
1= Score of "I haven't seen this word."
2=Score of "I recognize this word but I don't know what it means."
3= Score of "I recognize this word and I think it means 'x'."

4= Score of "I know this word and it means 'x'."
5= Score of "I can use this word in a sentence" The learner must write and orally use the word in a sentence to receive credit for this score.

After U1, RWT1 performance out in the grocery store, Lupe was able to use the word in a complete sentence both in writing and orally on the U1, RWT1 VKS immediate posttest. She said, "The pepper is bottom". She also correctly translated the meaning of the word *(parte baja de la percha: the bottom part of the shelf*). Although the sentence was grammatically incorrect, the meaning of the word and the correct use of the word were demonstrated in the oral evaluation. In the delayed posttest, Lupe correctly translated the word *(parte baja: bottom part),* and again used it correctly in written and oral testing. She wrote, "The candles are in the aisle 2 bottom inside right." Again, there were errors in her grammatical structure, but she demonstrated correct meaning in the use of the word. In Lupe's development of the word 'bottom', more linear movement was observed beginning with not knowing the word, to a demonstrated understanding of meaning in correctness of use in testing. Further development is necessary, but the initial stages in what it takes to know a word per Nation's (2013) description were demonstrated in Lupe's declarative and procedural knowledge. Knowledge was transferred during PT and RWTs in the TBLT unit of study.

In the Post-U1, RWT1 focus group discussion, when asked how task performance went Lupe responded, "We just practiced the words yesterday (in the mock simulation in the classroom) so, we recognized the words." Franco followed by stating, "Yes, I could recognize the words, relating them to context…. not just looking for the form or the sound of the words… but they are more real, they have meaning." In observing the receptive and productive patterns of use throughout task performances, Lupe was exposed to the word 'bottom' in receptive language in all the tasks (4 in U1, PT1; 4 in U1, PT2; and 3 in U1, RWT1) but doesn't produce the word

herself until Unit 1, RWT1 (2) in the public domain site. In the context outside of the classroom she heard and produced the word and her correct understanding of the word occurred.

In the post-U1, RWT1 VKS, Lupe shifts from translating 'bottom' as meaning '*cotton'* to meaning '*bottom part'* (baja parte). Transfer of the correct meaning and/or ability to use the word occurred during U1, RWT1 when Lupe's knowledge in recognizing the word became a demonstrated use of correct meaning. Further development was noted between the immediate post-VKS and the delayed post VKS in the two sentences recorded, although Lupe was still striving for mastery and automatization of the word 'bottom'.

Throughout the three task performances, Lupe's knowledge of the word 'already' never transferred beyond solely recognizing the word. Lupe was minimally exposed to the word in tasks (1 in U1, PT1 and 1 in U1, RWT1) in receptive input. There was no recorded use (in written or oral transcriptions) of Lupe's use of the word 'already' prior to the final VKS. In the post-U1, RWT1 VKS, Lupe tried to translate the word and use it in a sentence, but she did not understand the correct meaning of the word. She translated 'already' as meaning (*mayormente / mainly*) or (*mayoria /majority*). She wrote, "I buy the already of things." In the two target words in Unit 1, 'bottom' and 'already', the amount of receptive input and/or the production (with 'bottom') of the word suggest an impact towards the transfer of/ or lack of transfer (with the word 'already') of correct meaning. In the post-participant interview when asked about how she learned vocabulary, Lupe stated, "I like to *hear the word first* or either I repeat the word over and over again and then begin to learn them…or if I see the word (written), then I can understand it."

One example of transfer of knowledge that occurred for Lupe when she didn't produce the word orally first was in her learning the word 'clerk'. Here, Lupe was exposed to a number of receptive input opportunities of the word 'clerk' during all three tasks (3 in U1, PT1; 4 in U1,

PT2; and 7 in U1, RWT1), but did not produce it during tasks. In Lupe's written and oral post-U1, PT2 VKS evaluation, she translated the word and used it correctly in a sentence. She translated the meaning of 'clerk' as (*empleado/employee/ store clerk*) and wrote, "This clerk is not patient with me". Although Lupe didn't produce the word during the PT and RWTs, meaning transferred through receptive language input and Lupe was able to demonstrate correct comprehension and use on the evaluations. With a higher degree of receptive input, Lupe learned the word 'clerk', but with a lesser degree of receptive input she did not learn 'already'.

During the three tasks in the Unit 1 study, transfer was observed in Lupe's language development. The current study did not aspire to document mastery of use, but rather to document when and how knowledge transferred and if transfer occurred during task performance. One interesting dynamic that was found in Lupe's data and was verified by Lupe in the Post-participant interview, was in how transfer of knowledge occurred for Lupe. She previously stated that she needed to 'hear the word first'. Lupe's understanding of target words seemed to be linked to her exposure to receptive language input in that some target words were transferred with only a degree of receptive word input even in the absence of productive use.

Hermosa

In the following Table 28, Hermosa's VKS scores are displayed for further discussion of how PT and RWTs impacted Hermosa's vocabulary learning:

Table 28

Pattern of word knowledge development of Hermosa

HERMOSA	N	Total vocabulary						
VKS Score	12	0	1	2	3	4	5	
Pretest		10		2				
PT2, Unit 1		4		1	2	3	2	
RWT1, Unit 1		2		1		1	8	
Delayed Posttest, Unit 1		2					2	8
Pretest		9			3			
PT2, Unit 2		2			5		2	3
RWT1, Unit 2		2			2	1		7
Delayed Posttest, Unit 2					1		1	10

PT2, Unit 1or 2 = Pedagogical Task 1 or 2
RWT1 = Real-World Task one
Note. N = Total number of vocabulary items, 12 target words per unit (p. 123).
0= Score of "I don't know this word."
1= Score of "I haven't seen this word."
2=Score of "I recognize this word but I don't know what it means."
3= Score of "I recognize this word and I think it means 'x'."
4= Score of "I know this word and it means 'x'."
5= Score of "I can use this word in a sentence" The learner must write and orally use the word in a sentence to receive credit for this score.

In Table 28 above, Hermosa's linguistic development of target words is displayed for both units of study. In order to highlight individual differences in learning, the same word observed for Lupe is also discussed here for Hermosa. In the Unit 1 Pre-test, Hermosa self-reported that she recognized the word 'bottom' but did not know what it meant (Score=2 on the VKS). After PTs were completed, Hermosa translated the meaning of 'bottom' as meaning "debajo" (*under/below).* Although similar in meaning, the correct translation "el fondo" (bottom) was not used. Here, she transitioned to a score of 3 (I recognize the word and I think it means 'x') on the VKS. She wrote, "The milk is bottom of the egg" on the post-PT VKS. Because she related the word to a locative preposition instead of an adjective, she was not given credit (a score of 4 or 5 in knowing the word/or using the word in a sentence) as was Lupe who used it as

an adjective. Hermosa's noticing and awareness of word meaning was evident in that she used it four times during U1, PT2 performance. Here we note that Hermosa produced the word in task performance before Lupe, but she was still slightly off in processing correct meaning. Upon U1, RWT1 task completion, Hermosa's translation on the VKS was not corrected, but was the same and she continued to use the word 'bottom' with the meaning for the locative prepositions 'under and below'. On the delayed posttest, Hermosa did not use the correct translation *(molde/ a mold)* and wrote, "I need clean bottom." The written sentence alone could have appeared correct, but because the translation of the word was incorrect and Hermosa could not orally produce a sentence using 'bottom', transfer of knowledge was not recorded. Here, Hermosa's comprehension of 'bottom' remained in the noticing or awareness stage, but correct meaning and use were not evident in her L2 development and she was not credited with transfer during task performances.

Hermosa's exposure in receptive input to 'bottom' during task performances (4 in U1,PT1; 3 in U1, P2; and 1 in U1, RWT1) was similar to Lupe's. Also, like Lupe, Hermosa produced the word twice during task performance in the public domain site. With this being said, the degree of word meaning transfer was different between the two learners of the same word. In contrast to Lupe, in her Post-participant interview Hermosa stated, "I need to see how to write the word, and then I need to repeat it". She continued, "I need to write it down on paper several times before it sticks." She elaborated by saying, "To understand the meaning, I need to see a picture and write the word down first. Then, I can hear it and understand." Hermosa, as a more visual learner, was unable to capture the same word as Lupe merely through hearing it. In the post-U1, RWT1 focus group discussion, Hermosa talked about learning the word 'bottom' by conceptually associating it as 'under or below' the shelves, as a locative preposition instead of

the adjective form of ‘bottom’ shelf. She used both pictures (in the mock grocery store) and real objects (in the grocery store) to assign meaning in context but was slightly confused as to meaning. She was very close to understanding in conceptual meaning and form, but not in grammatical function and use (Nation, 2013). She did not have the full correct meaning until a post-research intervention session was provided after the unit of study was finished. With an explicit explanation by the instructor (including both a translation of the word and sample use in English), at that point Hermosa demonstrated full comprehension of the word.

In other instances of target word development, transfer of word meaning in Hermosa’s use of the target vocabulary items was observed. One example was her use of the target word ‘grocery’ (i.e. noun- the food and supplies sold by a grocer). In the U1, Pretest, she had no knowledge of the word whatsoever. At the end of PTs, her VKS demonstrated a productive knowledge in written production. She wrote, “The Kroger have low cost in grocery.” She included the translation of (*Mercado; productos varios /market; miscellaneous products*) which were the words used in Spanish for a place that sells grocery items or is known as a grocery store. Although Hermosa produced ‘grocery’ in written production of U1, PT2, on the oral component of the VKS she did not recognize the word at this juncture. Form and meaning in written and spoken language may require different processing abilities. In Hermosa’s written ability, she accurately produced the word prior to her accurate oral production. However, after U1, RWT1 completion, she provided both written and oral correct use. She wrote, “The Wendys is not Grocery.” Her translation of the word remained correct as it was previously. In her sentence following the RWT1 performance in the public domain site, she demonstrated knowledge that ‘grocery’ was not just any place that sold food, but rather a place that sold grocery items in a particular type of market. Form and meaning in both written and oral speech

were both required for learners to receive a score of 5 on the VKS. In Hermosa's delayed posttest VKS scores, she also demonstrated productive knowledge of 'grocery' in both written and oral abilities. She wrote, "I went to purchase grocery in the store." As with Lupe, Hermosa demonstrated target word knowledge was transferred during PT and RWTs.

Comparable to Lupe's outcomes, Hermosa's outcomes also indicated that transfer might have been affected by receptive language use to some degree. Receptive input in the study was observed in learners' listening and in reading, so one difference between the two learners in vocabulary learning may have been the degree to which they were exposed to aural and written materials during task performance. In Hermosa's comprehension of 'grocery', Hermosa was exposed to the word 26 in U1, PT1, 13 in U1, PT2 and 17 in U1, RWT1, for a total of 56 receptive inputs throughout task performances. When examining the receptive word use for the word 'bottom', Hermosa was exposed to the word 4 times in U1, PT1, 3 times in U1, PT2 and 1 time in U1, RWT1, for a total of 8 opportunities to hear or read the word during task performances. The difference in Hermosa's exposure to receptive target word use was substantial with the word 'grocery' used 7 times more than the word 'bottom' in the three task performances. Also, the written receptive input for the learners may have impacted Hermosa's comprehension and use. Throughout the three tasks, written input was higher for the word 'grocery' (38) than for the word 'bottom' (22) as observed in the following: task performance sheets, the Kroger store App., the Plus Card application and the Kroger website. It should be noted though, that Hermosa also produced the word 'grocery' more than the word 'bottom' in task performances. 'Grocery was produced 10 in U1, PT1, 1 in U1, PT2, and 0 in U1, RWT1 during task performances. While the word 'bottom' was only produced 0 in U1, PT1, 4 in U1, PT2 and 2 in RWT1 during task performances. She produced the word 'grocery' twice as much

as she produced the word ‘bottom’ during task performance. And although there was a difference in the amount of productive use in the two words by Hermosa, there was a much greater difference in the amount of receptive input. The difference in receptive input suggests a positive effect on Hermosa’s vocabulary learning. What is unclear is how the ratio of receptive input to learning (receptive input: knowledge) may vary among learners. How often would Hermosa need to hear/read the word in order to learn it as opposed to Lupe?

Thus far in our examination of linguistic development for Lupe and Hermosa, learning new words has occurred in linear progression intertwined with declarative and procedural knowledge. In the transfer of target word knowledge, although working together in collaborative tasks, the current study demonstrated that learners’ experiences vary even within the classroom. In general, when learners transition out of the classroom into society, the context is quite different and a bit unpredictable.

However, the current study proposed to observe if knowledge learned in the classroom was transferred during task performance in a different context. Upon PT completion in the classroom, Lupe and Hermosa both showed improvement in VKS scores with even more learning after the TBLT units of study final RWT1s were performed in public domain sites. Lupe produced sentences using 7 target words after PTs but was able to complete sentences with 11 target words after U1, RWT1 completion in public. Hermosa went from 2 sentences with words after PTs to 8 sentences using words upon U1, RWT1 completion out in public.

This pattern is also found in the results for both Franco and Daniel. While some transfer occurs during PT performance additional transfer occurs during final RWT completion out in public. The degree to which transfer was observed varies among the participants. For Lupe and Hermosa, the classroom PTs facilitated a degree of success out in society in the public domain

sites and target word knowledge was transferred. Out-of-classroom experiential learning in public sties was beneficial in Lupe and Hermosa's learning.

Franco

In Table 29 below, Franco's linguistic development was tracked through two units of study. Similar to Lupe and Hermosa in the Unit 1 pretest, Franco had no knowledge of the new target words. At the end of PT performances in the classroom, Franco's VKS scores show some target vocabulary knowledge transfer (8 in U1, PT2 and 5 in U2, PT2). However, even higher scores were recorded upon RWT1 completion out in public (10 in U1, RWT1 and 8 in U2, RWT1). One interesting dynamic in Franco's learning was the gap between his written and oral production ability in learning new words. In the examination of his development of the target word 'bottom', Franco quickly comprehended meaning as documented on the written part of the VKS. He wrote, "The frozen food is bottom shelf." And he translated the word 'bottom' with the correct meaning "*el fondo*" (the 'bottom shelf' - used as an adjective). In receptive input, Franco heard or read the word four times in both PTs and 1 in RWT1 performance. He didn't produce the word during PTs or RWT1 performance. With a smaller amount of input and no real output, Franco's knowledge of the word 'bottom' transferred in written production after U1, PT2 but he was not able to orally form a sentence using the word at this point. At this point, Franco had a score of 3 (I recognize the word and I think it means 'x').

Table 29

Pattern of word knowledge development for Franco

FRANCO	N	Total vocabulary						
VKS Score	12	0	1	2	3	4	5	
Pretest		12						
PT2, Unit 1		3					1	8
RWT1, Unit 1					1		1	10
Delayed Posttest, Unit 1								12
Pretest		12						
PT2, Unit 2		3					2	2	5
RWT1, Unit 2		1			1		1	1	8
Delayed Posttest, Unit 2					1				11

PT2 = Pedagogical Task two
RWT1 = Real-World Task one
Note. N = Total number of vocabulary items, 12 target words per unit (p. 123).
0= Score of "I don't know this word."
1= Score of "I haven't seen this word."
2=Score of "I recognize this word but I don't know what it means."
3= Score of "I recognize this word and I think it means 'x'."
4= Score of "I know this word and it means 'x'."
5= Score of "I can use this word in a sentence" The learner must write and orally use the word in a sentence to receive credit for this score.

The target word 'bottom' did not transfer in Franco's written *and* oral production until *after* U1, RWT1. This unique dynamic demonstrated that Franco learned the word 'bottom' with very limited engagement over the word in receptive or productive use. Franco's demonstrated use of 'bottom' was evidence of vocabulary learning during Real-World task performance. After U1, RWT1 Franco was able to use the word in a sentence (written and oral) scored a 5 on the VKS at this time. In Franco's post-participant interview he stated, "When I hear a new word or see a new word in a given text…. the first thing I do is look up the meaning in a dictionary." Here, Franco stated that his initial input of the word could come through either vehicle (hearing or reading). But Franco also mentioned that the TBLT approach itself had an impact on his

learning. When asked about performing tasks and learning vocabulary as tasks were performed, Franco stated the following in Excerpt 10:

Excerpt 10

Franco: It was easier (to learn vocabulary) because you had a specific task as a focus and you knew what you were going to investigate and look for. So, when looking for quality products and what type of material something was made of (U2, PT2/RWT1 simulated in the classroom and then later at a real mall)…. this was a clear issue to investigate. For this reason, it wasn't too difficult for me. I had the specific tasks that I knew I needed to complete (Post-participant interview transcripts).

Franco stated that the mock simulations of the real-world scenarios (the mock grocery store in Unit 1 and the mock mall in Unit 2) were of great benefit to his learning. He was also energized and engaged with task performance out of the classroom in the real-world contexts. He talked about the experiential component where you are "in the context" and you feel and sense things differently. It is perhaps in this type of learning that spatial reasoning (i.e. the capacity to think about objects in three dimensions) can be mixed with other cognitive skills (linguistic and non-linguistic) to provide a richer learning environment for some learners. Franco, an Economist with the Ecuadorian government, in his previous job was tasked with overseeing and approving local government projects. He worked in a hands-on job where he talked about ongoing projects and visited the project sites.

So, with the TBLT approach (in the classroom) as well as taking it out of the classroom, the task-based approach seemed to impact Franco's learning. Having a non-linguistic objective in the form of a task seemed to provide clear objectives in learning. He stated, "Ok… separate

from learning the vocabulary that you've mentioned… to actually perform tasks out in the community was easier." Examining proposals in real-world contexts were perhaps 'tasks' that Franco often performed in his previous work experience and thus, he found experiential learning and performing tasks as easier, and thus connected well with the approach. This type of experiential learning in using 'tasks' are perhaps the "real-world communicative uses" that Long (2016) argues as being highly effective for L2 learning. When discussing both the mock simulations in the classroom and then task performance out in public, Franco stated that he better "connected to language" in this type of 'TBLT' approach. Franco's productive frequencies suggest that Franco is a quiet learner with a great deal of reflective thought and internal processing. Although his receptive input and productive output were substantially less than those of Lupe and Hermosa's, his internal processes somehow fostered connections with words and the connections were highly evident on his VKS results. At the end of the PTs in addition to learning 'bottom', Franco could form sentences with the following words as well from Unit 1 target words: arrangement, budget, clerk, aisle, dairy, item and plus card. He showed similar patterns of successful transfer of knowledge in VKS outcomes and target vocabulary items in Unit 2. As an adult learner, Franco seemed to highly connect with the TBLT approach and the experiential nature of the current study.

Daniel

Like Franco, Daniel also highly connected with task-based learning. In Table 30 below, Daniel's linguistic development also demonstrated that target words were transferred throughout task performance in the classroom and in public domain sites. Although Daniel started with no knowledge of the target words (9 target words that he reported with a score of 0 and 3 target words that he self-reported recognizing the words but not knowing what they meant), Daniel

could form appropriate sentences with 10 target words by the end of the PTs in Unit 1. He had higher VKS scores than other learners earlier in the units of study. Daniel, an intermediate-low proficient speaker, was the most fluent of the participants. He had a little bit higher level of general language ability, which helped some in reducing the cognitive load of the of the language requirements in the tasks. Daniel wrote, “My budget was limited this morning at Kroger.” He also wrote, “I get $10 reward (points) to spend.” and, “The milk was in the bottom shelf.” Daniel’s general syntactic and grammatical structure and understanding of specific parts of speech of the target words was demonstrated quickly.

Table 30

Pattern of word knowledge development of Daniel

DANIEL	N	Total vocabulary						
VKS Score	12	0	1	2	3	4	5	
Pretest		9			3			
PT2, Unit 1		1					1	10
RWT1, Unit 1							1	11
Delayed Posttest, Unit 1								12
Pretest		6		4		2		
PT2, Unit 2				2		4	1	5
RWT1, Unit 2		1				2	1	8
Delayed Posttest, Unit 2								12

PT2 = Pedagogical Task two
RWT1 = Real-World Task one
Note. N = Total number of vocabulary items, 12 target words per unit (p. 123).
0= Score of “I don’t know this word.”
1= Score of “I haven’t seen this word.”
2=Score of “I recognize this word but I don’t know what it means.”
3= Score of “I recognize this word and I think it means ‘x’.”
4= Score of “I know this word and it means ‘x’.”
5= Score of “I can use this word in a sentence” The learner must write and orally use the word in a sentence to receive credit for this score.

Due to Daniel’s slightly higher level of proficiency, he could use pre-automatized forms in his current interlanguage to perform tasks while learning new words more quickly than the

others. He already knew how to form appropriate questions while the other learners were struggling a great deal with question formation. Daniel also knew how to identify a word based on the word family, the context of use and word associations. He identified when a word was a noun, adjective or verb quicker than the other learners. During task performance when he looked up words, he would look at the instructor and ask, "'arrangement is a noun?" and then once the part of speech was identified he would use the word in a sentence to verify meaning. He said, "Like the arrangement the chairs in this room?" There were minor errors in his sentences, but generally they were well constructed. Such as, "The milk is in the aisle 4."

One interesting dynamic in Daniel's linguistic development was that of his confusing word meaning based on confusing phonemes. He confused the target word 'dairy' with the word 'daily'. He wrote, "I bought many dairy produce yesterday at the store." In this sentence it is hard to ascertain if he comprehended the meaning of 'dairy', except in the translation. When he stated the meaning of the word (often he used English synonyms and/or clear English explanations which none of the other learners could do) he stated, "frequency of time, routines." In this way, it was evident that he was confusing the two words both phonologically and also in meaning.

In the same way, Daniel was a little confused with word meaning when he associated a word as a cognate in Spanish, when in reality the word may not have been a cognate. One example of this was in the development of the word, 'produce' (not used as a target word, but a word used in task material and listed as a section in the grocery store – the produce section - with fresh fruits and vegetables) used on the VKS as a distractor and thus not reflected in outcomes. Daniel confused the word, 'produce' in English (i.e. fresh fruits and vegetables) with (*producto /product*) in Spanish. Throughout the study and on the delayed posttest he continued to

erroneously use ‘produce’. He wrote, “The dairy *produce* (used instead of ‘products’) are on the back store.” Because he did not ask for clarification of this word (it was not a target word), he continued to use it as a false cognate throughout Unit 1 and even on the delayed posttest. All incorrect words were addressed and corrected after the final data collection occurred in a follow-up session.

In a special follow-up session for the participants after the research was ended, the word meaning of ‘produce’ was corrected. In a second delayed posttest (not included in the current study), after instructor intervention, Daniel correctly used the word. He wrote, “I need to find the fresh produce section.” Daniel had more accurate use after the special session with the correction to word meaning and was able to produce it appropriately as he continued to develop linguistically. Similar to Franco, Daniel had fewer vocabulary frequencies (both receptive and productive), but his outcomes demonstrated that target word knowledge was transferred during the task performance in the TBLT units of study. The following is an excerpt from Daniel’s post-participant interview talking about his own process in vocabulary learning and the impact of learning vocabulary in TBLT and out in real-life (experiential) settings:

Excerpt 11:

1 Researcher: Tell me a little bit about how your vocabulary learning went?
2 What is the process that you undergo to learn new words?
3 Daniel: I learn new vocabulary by getting the new words in context. For
4 me the context is very important… the context can be in the text or in a
5 natural situation…. But I think when it’s in a natural situation… that we
6 also have a text. When we’re out we see… titles, signs, words, on the

products…. ethnographic texts… you see all of this in a natural setting…. Many things are integrated…. I see, hear, and feel many things….. and all of this solidifies my learning better.

Researcher: What is the process that you go through in learning new vocabulary? Do you have to see it? Do you have to understand the meaning?

Daniel: Yes…. I begin when I see the word…. Then I'm reading it…. Then afterwards when I hear it.

Researcher: Do you need to spell it out at any point?

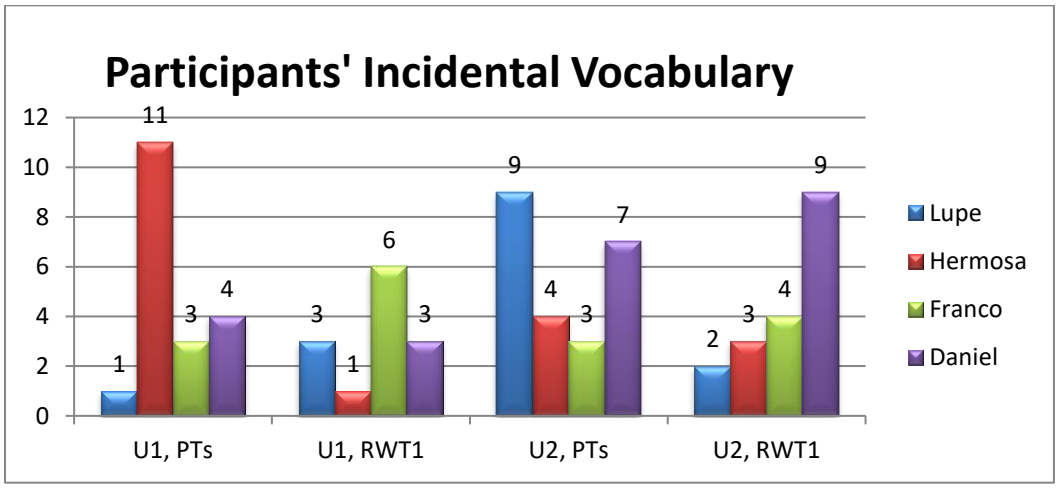
Daniel: When I'm with a person and I can't read the word… I'm only hearing the word. I ask the person if they can repeat the word. At this point I haven't been able to understand the meaning of the word but I ask if they can repeat the word so that I can understand the whole idea more or less…. I don't translate word for word but rather what the idea is… this is very important to me.

Researcher: So, going out into the public domain sites….

Daniel: It's an experience….. and it's a learning experience that I won't forget. For me this is a very powerful way of learning.

Much like Franco, Daniel connected well with the TBLT approach to learning in performing tasks both in and out of the classroom. Experiential learning through '*doing'* something (performing tasks and collaborative interactions) proved to be very effective for Daniel such as Long (2015, 2016), Van den Branden (2006) and others promote.

PT and RWTs in the current TBLT study also provided the four participants with learning opportunities for incidental vocabulary. Learners were asked about new words that they learned 'by chance' in the current study. Sometimes learners responded about target vocabulary items and sometimes they responded about new incidental words. The four learners' incidental words from their daily learning journal entries during the current TBLT units of study were compiled and are displayed here in Figure 17:



U1, PTs = Unit 1 Pedagogical Tasks
U1, RWTs = Unit 1 Real-World Tasks
U2, PTs = Unit 2 Pedagogical Tasks
U2, RWTs = Unit 2 Real-World Tasks

Figure 15. Participants' incidental vocabulary learning

In Figure 16 above, incidental vocabulary for the learners varied among PTs and RWTs in the current study. Extracted from the daily learning journal entries, incidental words were learned throughout both the PT and RWTs in both units of study with different learners excelling at different junctures. The greatest number of incidental words was learned in the following task performances by the following learners: 9 by Lupe during U2, PTs; 11 by Hermosa during U1, PTs; 6 by Franco during U1, RWT1; and 9 by Daniel during U2, RWT1. Interestingly, no two

students learned an equal amount of incidental vocabulary during the same task performance. These results suggest the random nature of incidental vocabulary learning and the unique nature of the learner. Learners also stated that TBLT was a rich environment for extending their vocabulary without prior preparation for certain words. In Excerpt 12 the following dialogue was extracted from the U1, Post-RWT focus group discussion:

Excerpt 12

Researcher: (Asking about incidental vocabulary learning with the TBLT unit of study at the grocery store) Ok…. Learning new vocabulary without prior preparation….was there anything new?

Hermosa: Yes, because it's a more natural process…. learning new vocabulary…

Lupe: You learn while you're doing…

Hermosa: Exactly…it's interesting….yesterday I wrote a little concerning my observation (she wrote in the learning journal after working in the mock grocery store in the classroom)…I understand well how to locate the subject and verb in a sentence … but I need more tools (more vocabulary) like verbs and connectors (the learner is talking about the need for her to better develop her general language ability)… because I have a weakness (referring to her lower proficient language ability as a weakness)… but even so, with a lack of vocabulary, we can understand because we're connecting with people (the store employees in this study) …they're good with us. It's very interesting because we have to clarify

17 meaning…. With this clear understanding….we were able to learn a lot
18 more.

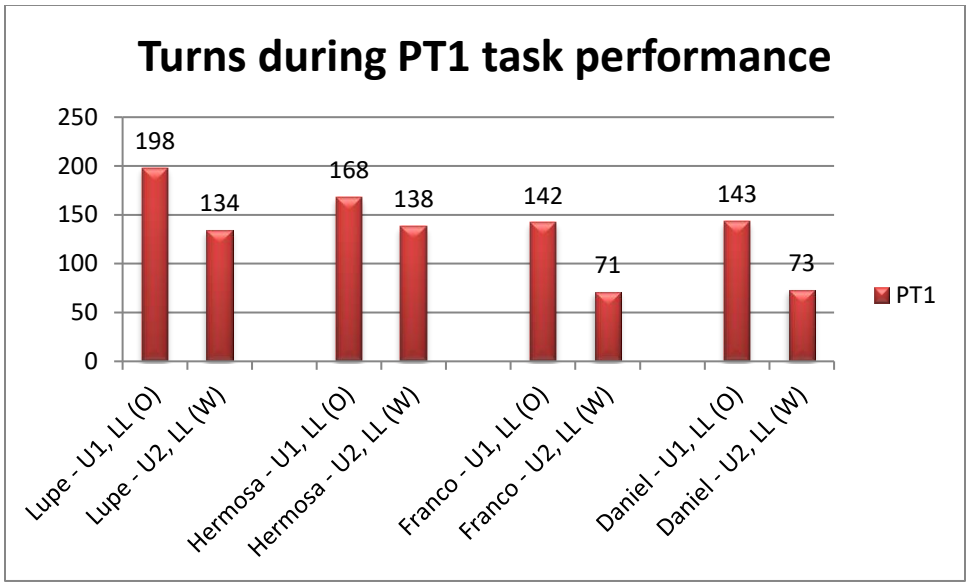
In Excerpt 12 above, Hermosa talks about the benefits of being *in the context* with real store clerks with whom to interact. She was validating that the context helped provide meaning. There are many ways that pedagogical and real-world tasks impact vocabulary learning. In the current study, both target and incidental vocabulary words were learned as the participants transitioned from PTs in the classroom to RWTs in public. As noted in Figure 17 above, TBLT contributes to both target content-specific and incidental vocabulary learning.

4.4 Research Question 4, Task Modality in Learner-Learner Collaboration

Many factors often affect positive outcomes in L2 learning such as the contributions mentioned previously of PT and RWTs on vocabulary learning. One additional area of exploration in current research is that of task modality in curricular integration and the effects on learning outcomes. In Table 12 in the methods section, research question 4 and the data collection points were displayed. The issue of modality was intertwined in previous discussion in the previous sections as a recurrent theme throughout the dissertation. However, it is further highlighted in the current section in examination of research question 4.

Due to task designs, there was only one task with a direct comparison between oral and written modalities. In the simple information gap task in PT1 in both units, there was only learner-learner interaction. In Unit 1 this was oral and in Unit 2 it was in written WhatsApp text Chats. After the initial task, PT2 and RWT1 in each unit of study required collaboration beyond learner-learner collaboration alone. In Unit 2, the learner-learner mobile-mediated interactions were integrated into the curriculum and were mixed with other oral interactions. These included learner-instructor (in PT2 the mock simulation) and learner-unknown interlocutors (in RWT1 on

field trips) interactions. Please refer back to Table 13 in the Method's Section for the tasks, the interactions for each task and the modality utilized during task performances with each interaction type. Beginning with PT1, the four learners' turns were compared for oral vs. written production during Unit 1 and Unit 2. See Figure 18 below displays the results.



U1,LL (O) = Unit 1, Learner-learner oral turns
U2, LL (W) = Unit 2, Learner-learner written text chat turns

Figure 16. Participants' oral turns in Unit 1 as compared to written turns in Unit 2

In Figure 16 above, all four learners produced more target vocabulary items during PT1 in the simple information gap task in oral learner-learner exchanges than in Unit 2 in written WhatsApp Text Chats. The number of turns is sequenced by (U1/U2) counts for each learner as follows: Lupe (198/134); Hermosa (168/138); Franco (142/71); and Daniel (143/73). In the turns presented here, Franco and Daniel produced twice as many turns during oral learner-learner interactions than they did during mobile-mediated learner-learner interactions. The learners stated that the time required to type in questions and answers was longer than that of spontaneous speech. They also noted that they had more accurate use of grammatical structures and read, re-

read and corrected mistakes for clarification in texting. They felt that processing vocabulary was much quicker in oral speech but that better accuracy in vocabulary occurred during WhatsApp Text Chats.

After PT1, complexity was increased (increased steps and reasoning) and further comparison with the different interaction types were examined for each learner.

Lupe

Table 31 below compares Lupe's oral and written 'turns' during all task performances for both units of study with VKS immediate posttest results are displayed. This demonstrates the distinction in Lupe's oral and written language use. In Table 32, Lupe had a greater number of turns (400 in Unit 2) when both modalities were utilized as opposed to only oral interactions. Even with a higher number of turns while utilizing written and oral modalities, Lupe's immediate posttest VKS score was lower in Unit 2 (53) than in Unit 1 (57). This suggested that although it took more interaction for Lupe, the outcomes were less effective in target vocabulary item use upon completion of the immediate posttest.

Table 31

Lupe's Results for Turns during Task Performance

LUPE	PT1	PT2	RWT1	Total Oral Turns	Immediate Posttest VKS Possible 60 pts.
Unit 1, Learner-learner (Oral)	198	2	14	214	
Unit 1, Learner-Instructor (Oral)		35		35	
Unit 1, Learner-Unknown Interlocutor (Oral)			35	35	

Total Oral Turns				Unit 1 total turns: 284	
Immediate Posttest VKS Score					Unit 1 Immediate-Post VKS Score 57
	PT1	PT2	RWT1		
Unit 2, Learner-learner (Written)	134	63	39	236	
Unit 2, Learner-Instructor (Oral)		83		83	
Unit 2, Learner-Unknown Interlocutor (Oral)			81	81	
Total Oral/ Written Turns				400	Unit 2 Immediate-Post VKS Score 53

Hermosa

Table 32 below compares Hermosa's oral and written 'turns' during all task performances for both units of study with VKS immediate posttest results are displayed. This demonstrates the distinction in Hermosa's oral and written language use. In Table 33, Hermosa's pattern, similar to that of Lupe's, was that she produced more turns (486) during Unit 2 task performances than in Unit 1 (375). Additionally, even though Hermosa's turns increased with the use of SMS text chats, her VKS results in Unit 2 were lower (42) as opposed to Unit 1 (46). This suggested that, like Lupe, more interaction (more effort) occurred when both written and oral modalities were used and more turns occurred, but the incorporation of two modalities did not help Hermosa in her learning outcomes.

Table 32

Hermosa's Results for Turns during Task Performance

HERMOSA	PT1	PT2	RWT1	Total Oral Turns	Immediate Posttest VKS Possible 60 pts.
Unit 1, Learner-learner (Oral)	168	3	17	188	
Unit 1, Learner-Instructor (Oral)		46		46	
Unit 1, Learner-Unknown Interlocutor (Oral)			141	141	
Total Oral Turns				Unit 1 total turns: 375	
Immediate Posttest VKS Score					Unit 1
	PT1	PT2	RWT1	Total Unit 2 Written turns:	Unit 1 Immediate Posttest VKS: 46
Unit 2, Learner-learner (Written)	138	55	37	230	
Unit 2, Learner-Instructor (Oral)		89		89	
Unit 2, Learner-Unknown Interlocutor (Oral)			167	167	
Total Oral/ Written Turns				486	Unit 2 immediate posttest VKS: 42

Franco

Table 33 below compares Franco's oral and written 'turns' during all task performances for both units of study with VKS immediate posttest results are displayed. This demonstrates the distinction in Franco's oral and written language use. Franco produced close to the same number of turns regardless of modalities (229 in Unit 1 and 230 in Unit 2). Although similar turns were produced, Franco's immediate posttest VKS scores in Unit 2 were lower (42) than those of Unit 1 (55). This pattern of lower VKS scores in Unit 2 outcomes, as opposed to Unit 1 outcomes with higher VKS scores, was consistent among all four participants.

Table 33

Franco's Results for Turns during Task Performances

FRANCO	PT1	PT2	RWT1	Total Oral Turns	Immediate Posttest VKS Possible 60 pts.
Unit 1, Learner-learner (Oral)	142	5	8	155	
Unit 1, Learner-Instructor (Oral)		21		21	
Unit 1, Learner-Unknown Interlocutor (Oral)			53	53	
Total Oral Turns				Unit 1 total turns: 229	
Immediate Posttest VKS Score					Unit 1 Immediate Posttest VKS scores 55
	PT1	PT2	RWT1		
Unit 2, Learner-learner (Written)	71	29	15	115	
Unit 2, Learner-Instructor (Oral)		27		27	

Unit 2, Learner-Unknown Interlocutor (Oral)			88	88	
Total Oral/ Written Turns				230	Unit 2 Immediate Posttest VKS scores: 42

Daniel

Table 34 below compares Daniel's oral and written 'turns' during all task performances for both units of study with VKS immediate posttest results are displayed. This demonstrates the distinction in Daniel's oral and written language use. In Table 34, Daniel's results demonstrated a similar pattern to that of Franco's results. Daniel produced similar turns utilizing both modalities (257 in Unit 1 and 247 in Unit 2). One slight distinction in Daniel's turn-taking from the other learners was that he actually had fewer turns in Unit 2 when utilizing both written and oral modalities than in Unit 1 with oral speech in FTF interaction. Daniel's outcomes are also substantially different from the other learners in that Unit 2 (48) was much lower than Unit 1 (58) outcomes in the immediate posttests. This suggested that while Daniel produced a similar amount of turns in both units of study, the turns produced during oral interaction resulted in much higher outcomes.

Table 34

Daniel's Results for Turns during Task Performances

DANIEL	PT1	PT2	RWT1	Total Oral Turns	Immediate Posttest VKS Possible 60 pts.

Unit 1, Learner-learner (Oral)	143	6	20	169	
Unit 1, Learner-Instructor (Oral)		26		26	
Unit 1, Learner-Unknown Interlocutor (Oral)			62	62	
Total Oral Turns				Unit 1 total turns: 257	
Immediate Posttest VKS Score					Unit 1 Immediate Posttest VKS score: 58
	PT1	PT2	RWT1		
Unit 2, Learner-learner (Written)	73	24	20	117	
Unit 2, Learner-Instructor (Oral)		25		25	
Unit 2, Learner-Unknown Interlocutor (Oral)			105	105	
Total Oral/ Written Turns				Unit 2 total turns: 247	Unit 2 Immediate Posttest VKS Scores: 48

4.5 Research Question 5, Students perceptions towards the roles of pedagogical and real-world tasks?

Finally, research question 5 examined students' perceptions of the role of PT and RWTs in the transfer of task performance skills, interactive features and target vocabulary items. In Table 14 in the methods section, research question 5 and the data collection points were displayed. Learners were asked about their perceptions of the use of the TBLT approach in L2

learning as well as more in-depth perceptions about pedagogical and real-world tasks performed in two different contexts. As part of criteria for emerging themes, Lupe, Hermosa, Franco and Daniel each spoke about the various topics in the various oral and/or written qualitative data. Thus, this section is organized according to the emerging themes and not according to the participants. Table 35 below is a more detailed look at the emerging themes from qualitative data (Post-RWT focus group discussions, Learning Journals and Pre/Post-Participant Research Interview):

Table 35

Emerging themes from Student Perceptions

Emerging Themes	Description
1. Pedagogical tasks preparing learners for real-world tasks	1. How PT1 and PT2 in each unit of study prepared learners for RWT performance in public settings.
2. The effectiveness of processing language during PT and RWTs	2. How/ why learning a word transpires and leads to transfer of this knowledge into other contexts. (Transitioning from the classroom to real-world settings.)
3. Affective factors in language learning	3. Feelings and emotions expressed throughout the language learning process.
4. The effectiveness of transfer in PT and RWTs	4. Students elaborated on new knowledge learned in PTs that was utilized in RWTs out in the local community. Some thoughts were shared for transfer beyond the current study.
5. Learner perspectives on the effectiveness of TBLT in L2 learning	5. Learners expressed the benefits and drawbacks of utilizing the TBLT approach in L2 learning.

There were five emerging themes found in the qualitative data displayed in Table 35 above related to learner perceptions towards PT and RWTs for L2 learning. Learners expressed perception in the Learning Journals, Post-RWT focus group discussions (after each RWT1 completion) and the Post-Research Participant Interviews. The five themes were not ranked

according to priority. They were as follows: 1) Learner perceptions towards how PTs prepare learners to perform RWTs out in public, 2) the effectiveness of processing language during PT and RWTs, 3) affective factors in regards to language learning out in public, 4) the effectiveness of transfer in PT and RWTs, and finally 5) learner perceptions towards the effectiveness of TBLT in L2 learning.

Beginning with the first emerging theme, pedagogical tasks prepare learners for real-world tasks in public. In post-RWT focus group discussions learners openly discussed if/how PTs prepared them to accomplish RWTs and provided additional suggestions for further units of study that they perceived would improve and/or enhance learning. Among the current group of learners, it was stated that without the mock grocery store/mall stores simulations in class prior to the field trips it would have been very difficult to complete task requirements. In transitioning from simple information gap tasks to complex tasks (with more steps, higher reasoning demands and the use of technology), Lupe, Hermosa, Franco and Daniel expressed feeling overwhelmed during PT2 mock simulation performances in the classroom. Students expressed that the preparation was not only in linguistic challenges, but in task performance requirement expectations and new task skills (such as screen sharing, the Kroger Store App and then the use of WhatsApp Text Chat for English L2 learning). Excerpt 13 below came from discussions on if/ how PTs prepared learners for RWT performance out in public:

Excerpt 13 regarding 'if/ how PTs prepared learners to accomplish RWTs in public domain sites'

1 Lupe: I felt prepared. The lessons prepared us, it was very nice. Without
2 this maybe I would have felt lost. Maybe it would have been more

challenging to accomplish …. Maybe I would have done ….maybe half of the assignment.

Franco: Yes! Very effectively! The study well prepared us before going out and completing the task in public…. It was a lot of help. It prepared us in knowing the vocabulary and how the words related to the task. It prepared us in what the words meant and how to use them in context. So, the prior preparation was excellent. Without this we wouldn't have been able to be as effective in completing our tasks out in public. This was a preparation for what it was going to be like in a realistic setting with using appropriate words and forming questions in a specific context.

Lupe, Hermosa, Franco and Daniel stated that they felt better prepared to perform tasks after preparing for them in the classroom. They stated that without this preparation they might have felt overwhelmed and confused about task requirements and might have left more material off of the task performance sheets. Preparation in the classroom was like a 'trial run' for them allowing for adjustments and development of new skills before they were actually in the grocery store or mall. Although they felt somewhat prepared, they still suggested additional PTs prior to RWT field trip outings. The participants' ideal sequence per focus group discussions for the first unit of study would have been as follows: 1) English lesson with question formation, 2) PT1 simple information gap task, 3) PT2 w/ technology and use, 4) PT3 mock simulation, and finally 5) RWT1 in public contexts.

Second, learners discussed the effectiveness of PT and RWTs for processing language. Franco and Hermosa discussed the need to learn certain words in a process (i.e. starting with visually seeing the word or orally hearing it and progressing to the need to associate meaning).

Lupe felt that she needed to hear words initially before reading them. Daniel expressed learning through word associations and that experiential learning outside of the classroom was very powerful to him. Learners processed how they learned words and why certain words seemed to connect faster or make sense earlier than others. They also addressed how initially learning a word in the classroom was more solidified when some level of engagement over the word transpired in RWTs out in the local community. The combination of PTs in the classroom followed by learning out in public in a grocery store helped solidity meaning as expressed by Hermosa in Excerpts 15 below. The participants also discussed negotiating vocabulary that they pursued in public and with the researcher/instructor while processing new language as found in Daniel's experience in Excerpt 14 below.

Excerpt 14 regarding 'how learners processed vocabulary'

Hermosa: For example in regards to 'cans'…'cans'….'cans'…. canned (tomato) paste (on the grocery list of the task performance sheet)… it was necessary to relate 'cans' because I didn't know the word… but when I went down the aisle…I saw… cans of items… and I saw the pictures from class in my mind from yesterday (the mock grocery store that was performed in class the previous day, PT2)…. I was going to buy fresh tomatoes … because there were a variety of tomatoes… but when I arrived and saw canned ones… here I related the word 'cans'. … If I didn't know what a word meant that we were learning… but when I saw the word and spelled it out… I related it and WOW…. This is how it's spelled and I effectively learned it. So learning a word more in context

12 helps to relate the meaning a bit more… this is important… so we learned

13 them in context.

Negotiating target and incidental vocabulary was also included in how language learning transpired. In Excerpt 15 below, Daniel discusses the meaning of 'low price' in a dialogue with the researcher as follows:

Excerpt 15 - Example of a language related episode (LRE) with the Researcher in English during the Post-RWT focus group discussion:

1 Researcher: Did you learn any new unrelated words?

2 Daniel: Yes….low….low….low price….

3 Researcher: low price

4 Daniel: low price…

5 Franco: low price…

6 Researcher: Ok, what is the meaning of low price?

7 Daniel: It's a reduced price…it's a lower price or a cheaper price….

8 Researcher: How did you learn the meaning of it?

9 Daniel: …on the tickets….

10 Researcher: So, it says on there that it's a reduced price?

11 Daniel: Yes

12 Researcher: But you didn't speak with someone and use it?

13 Daniel: No, not speaking with anyone….

In negotiating vocabulary, Franco and Hermosa expressed that they felt that the classroom was the place to develop form and meaning while in the grocery store or at the mall

were contexts for the development of use and grammatical function (Nation, 2013). In contrast to Franco and Hermosa's sentiment, Daniel and Lupe stated that they continued to develop their language skills in target word form (to better develop grammatical function) and meaning (to better develop target word use) during RWT outings in the grocery store and the mall. There was a disagreement about the role of tasks in the classroom versus the role of tasks in public and how to use target words in each place. Even with the difference in perspectives, all four learners did state that going out of the classroom to real public settings fostered great learning opportunities for them. They believed that when RWTs were performed a second time after classroom preparation, that they made improvements from when they were in the classroom performing the same task for the first time. They were also surprised to find that other English speakers, strangers to them out in public, were helpful in their language acquisition in addition to teachers and fellow classmates. In the third emerging theme, 'Affective factors in Language Learning', students expressed different emotions and feelings encountered as they progressed through PT and RWTs. These feelings/emotions ranged from frustration and anxiety to happiness and contentment with different task performance requirements. Excerpt 16 describes learners' affective states:

Excerpt 16: regarding 'affective factors during task performance'

1 Researcher: How do feel about this approach?

2 Daniel: I feel very happy and content… because I like the creativity and

3 the involvement….

4 Researcher: How does going out into public domain sites affect people?

5 Does it cause a lot of anxiety or does it lower anxiety? So the preparation

6 that we do in class how does it help?

Daniel: It lowers anxiety! It lowers it!

Researcher: So, then you felt very prepared?

Daniel: Yes! It lowers anxiety. But when we changed from the classroom to a natural setting …. When we arrived to the natural setting we had less anxiety. But what can happen is that depending on the experience that you have in the natural setting can cause anxiety….

In U2, RWT1 at the mall:

Lupe: Yes… In the clothing section there was a foreign women there that scolded me for talking to her… "What are you doing here I'm working"… I explained that I was a student and was doing a task… but she was very curt and her face was very (she made a mean face)….

Researcher: So, the store clerks didn't want you to interrupt them….

Lupe: So, I was happy when I was done and I didn't have to talk to anybody else…

The participants expressed how speaking with strangers as well as engaging with busy store clerks provoked anxiety. If the store clerk reacted poorly, they all perceived that they froze and were "unable to think clearly". The tension they perceived from the store clerks made would make them 'shut down' and impeded the ability to speak. Three of the four learners (all but Lupe) were able to overcome the negative feelings as they recognized the benefits of learning with unknown interlocutors.

In addition to feelings about interactions with strangers, learners discussed perceptions about the TBLT approach and participation in the current research. They provided participant perceptions toward L2 learning and development in pursuing 'tasks' as the focus

of learning versus studying linguistic features in explicit L2 instruction. Using ‘task’ as the focus starting in the classroom and the effectiveness of going beyond the classroom to public places. Learners discussed PTs in the classroom and then performing tasks out in public in Excerpt 17 and 18:

Excerpt 17: regarding how learners felt about ‘PTs performed in the classroom’

Lupe: It was good. From the beginning I loved it because of the way the material was presented in tasks to accomplish. I believe that completing tasks was better for me.

Hermosa: I really liked the task that we had to do in class where my classmate had information and I had to ask questions to get the information (information gap task). This was very rich in helping me understand in English…. The other person had to read and understand and then explain and orally tell me the answer…. And give me an answer in English. This task was very helpful… very helpful. …. I felt like every lesson I was gaining a mountain of things…. Vocabulary, explanations…. meaning…..

Excerpt 18 regarding ‘how learners felt about performing RWTs out in Public’

Franco: Sometimes you go to the mall and you don’t really feel good….because you can’t really find the information you need…in the classroom it’s a place where you learn so we’re conscious of this. But, when you leave…there are certain tensions or pressures… Yes… and I’m talking about a normal attitude that we have that the classroom is a place

to learn. And there's a bit of curiosity… how am I going to use this information how will it work in other places? Even though we are conscious of the environment as being different out in public… there are more risks …. It's just a reality that there are more risks (out in pubic than in the classroom). But sometimes where there are more risks involved, maybe more learning can occur…..

In the discussions about transitioning from the classroom to real-world contexts to perform tasks, learners expressed the benefits. They expressed appreciation for task-based learning and having goals and objectives where language was the vehicle to accomplish something as well as the benefits in leaving the classroom and being out in society 'as a classroom' for learning even though there may some risks and anxieties going out. They discussed how they began to look at each errand and personal outing as a potential learning opportunity. They purchased small notebooks and began to record new and relevant vocabulary and collocations.

In the fourth emerging theme, learners discussed how skills and abilities from PTs transferred to RWTs. Some learners even began to discuss how these skills then transferred to unrelated completely separate contexts. Although a topic for future research, some evidence of *far* transfer was observed. The learners verified that skills transferred from the classroom to specific public domain sites highlighted in the current study (i.e. *near* transfer) sometimes were transferred later to unrelated and different contexts (i.e. *far* transfer). In the current study, students discussed the transition from the classroom to public domain sites. Lupe talked about developing the ability to collaborate with strangers out in public as a means for more learning in Excerpt 19 below:

Excerpt 19 regarding ‘transfer’

Lupe: In the store it’s more natural…. In the classroom I know what it means but it’s not the same as using it… in the store it seems like you learn it better because you’re having to use it. This helps me a lot out in the community and gives me more confidence to go and ask questions and to talk to more people. This was very good to get me to talk to a lot more people out in public. Really it wasn’t hard. It was kind of fun…

Hermosa: The classroom helped prepare me with understanding…. Understanding how the words function in the real context. This (learning the vocabulary in the classroom) helped for the moment when we were actually out in the real world… experiencing things… we felt more secure… and the words that I had heard from the people when I asked them about things… were then already familiar to me… because we had already used them in class.

In the observation of transfer, learners were encouraged to take new skills and continue developing them in the contexts highlighted in the study, but also in different contexts of interest beyond the current study. They expressed greater confidence to engage with English speakers in different contexts and think through what question or content they desired to ask about or express prior to approaching them. They expressed looking for other store Apps or websites that could benefit them in discounts or consumer information in new and different contexts.

The fifth emerging theme, learner perceptions towards TBLT as an approach in L2 learning was discussed. In this data, learners expressed their own perceptions toward the use of TBLT as an approach in second language instruction with 'task' as the focus more than traditional grammar translation methods. Although learners spoke positively about performing tasks, they also made some minor suggestions for potential improvement such as providing more PTs in the classroom prior to the mock simulations. Franco and Hermosa, the lower level proficiency speakers, requested a lesson on question formation and then a separate lesson on the use of technology (screen sharing and the Kroger Store App) prior to required use in task performance. In each vocabulary frequency count displayed for Research Question 2, there was a significant drop in word production between PT1 and PT2 in Unit 1. They attributed the +complex task with multiple steps, the use of technology and the higher reasoning demands as creating a higher cognitive load that impeded the productive use of more language. With the addition of further lessons prior to the mock simulations, they felt that their target word production and learning outcomes would have been better.

In conclusion, learners were encouraged and appreciative to have the opportunity to learn English while performing tasks. Daniel and Franco especially stated that they deeply connected with L2 learning with the performance of 'tasks' and pursuing objectives and goals rather than traditional L2 instructional methods. Learners believed that vocabulary learning and knowledge were increased during task performances. Learner perceptions towards PT and RWTs in TBLT units of study were shared as part of exploring learner perspectives in the current dissertation. Learner perceptions were part of five overall research questions in the examination of transfer of skills and abilities during two units of study in a TBLT project with multiple contexts and two modalities. Vocabulary learning between sequenced PTs, between PTs and RWTs (in the

different contexts) as well as differences between task modalities were observed and recorded in order to triangulate the data throughout the research project.

5 Discussion

5.1 Summary of the Research

Task-Based Language Teaching can be a very effective instructional tool in ESL/EFL classrooms. Although TBLT has been researched in many areas including cognitive complexity and task design, little is known about how language and task performance skills are transferred in two different contexts. In current research, Ellis (2017) and Long (2016) both identify transferability as a 'Real-Issue'. In previous research on transfer, assessment has been highlighted as the central focus (Norris, 2002; Norris, Brown, Dean, Hudson, Yoshioka, 1998). One gap in connecting the classroom to real-world language use outside of the classroom is research conducted where learners transition from the classroom to public domain sites. The current dissertation examined transfer that can occur when learners transition from one context to another.

Additionally, in vocabulary learning, Newton (2013) observed interactional features in task performance that occurred in the classroom. Kim (2008) substantiated the positive impact of collaboration on vocabulary learning. Most interaction has been examined in the classroom and largely occurs in collaboration with peers. Gurzynski-Weiss and Plonsky (2017) have identified a current interactional feature, learner-unknown interlocutor, as being under researched for TBLT learning. This gap in research of vocabulary learning in TBLT here is two-fold: 1) in moving beyond the classroom to public domain sites and 2) in learner-unknown interlocutor interactions that occur outside the classroom during task performance in vocabulary learning. Burston (2014) identified another current gap in research related to modality. The third research

gap was that of mobile mediated learner-learner interactions. In the current dissertation mobile-mediated learner-learner interaction was embedded in curriculum design in order to investigate potential benefits of multi-modality in TBLT. With interest in three research gaps, the current study was motivated by the following research questions (RQ):

RQ 1: To what extent are task performance skills and abilities transferred during PT and RWTs?

RQ 2: To what extent do receptive input and productive output frequencies of use of target vocabulary items transfer from pedagogical tasks performed in the classroom to real world tasks in public?

RQ 3: How do pedagogic tasks and real-world tasks impact students' vocabulary learning over time?

RQ 4: How does task modality impact learner-learner collaborative interactions?

RQ5: How do students perceive the role of pedagogical and real-world tasks?

The research questions are discussed in this section within each case study and then between case studies. In Table 36 below, a summary of findings for the four participants in the study with research questions 1 – 4 are displayed:

Table 36

Summary of Findings for Research Questions 1 to 4

Learner	**RQ 1**		**RQ2**	**RQ3**	**RQ4**
	Task Skills	**Interactive Features**	**Vocabulary input and output frequency**	**Vocabulary learning**	**Face-to-face vs. text chat interactions**

Lupe	Highly connected with oral and auditory learning	Negatively impacted by affective factors a. Task switching – texting/ talking b. Talking to unfriendly strangers	U1 – PTs U2 – PTs	U1 and U2 – Largest gains after PTs	Higher Oral suppliance Even Accuracy in both
Hermosa	Highly connected with the use of technology	Positively impacted by interactive features – a. learner-learner Learner-unknown interlocutor interactions	U1 – PTs U2 – PTs	U1 and U2 – Largest gains after RWTs	Higher Oral Suppliance Higher Written Accuracy
Franco	Highly connected with performing 'tasks'	Negatively impacted by cognitive load a. Increase in task complexity, the use of technology and a new L2 instructional approach b. Task switching – texting/ talking Positively impacted by learner-unknown interlocutor interactions	U1 – PTs U2 – RWTs	U1 – largest gains after PTs U2 – even number after PTs and RWTs	Higher Oral Suppliance Higher Written Accuracy
Daniel	Highly connected with performing 'tasks'	Positively impacted by natural contexts a. learner-unknown interlocutor interactions	U1 – PTs U2 – PTs	U1 – largest gains after PTs U2 – even number after PTs and RWTs	Higher Oral Suppliance Higher Written Accuracy

In examining the transfer of non-linguistic task performance skills (see Table 14 in the Results Section), González-Lloret and Nielson (2015) and Long (2015) proposed criterion-referenced task performance evaluations. The rubrics developed in the current study were used to measure transfer of non-linguistic skills as the students transitioned from PT2 in the classroom to RWT1 out in each public domain site (see 3.1.9 in the Method's Section for the criterion

referenced task performance rubrics or appendices k.1 for Unit 1 at the grocery store and k.2 for the Unit 2 rubric for the mall). In examination of non-linguistic transfer (RQ1), participants followed task steps to complete task specific requirements, such as finding discounts at the grocery store and the use of technology and collaboration in different interaction types (learner-learner and learner-unknown interlocutor interactions). Although learners varied in some processes of completion, the central idea behind González-Lloret and Nielson's (2015) evaluation was to truly test task performance with language as a part, but not the entirety of assessment. Thus, non-linguistic and linguistic goals and objectives were observed for transfer.

In the examination of transfer of target vocabulary items (RQ2), receptive input and productive output vocabulary frequencies of use were counted. Vocabulary learning and vocabulary outcomes were investigated utilizing the VKS (Kim, 2011; Paribakht and Wesche,1993). Similar to Kim's (2011) purpose, vocabulary learning and retention of new vocabulary items were tracked through an adapted version of the VKS. Through the use of the scale, some effort is made to measure the quality of depth in the development of vocabulary items.

Modality was examined in FTF and mobile-mediated learner-learner interactions (RQ4). Finally, emerging themes were discussed that related to transitioning from the classroom to public domain sites and vocabulary learning throughout task performances (RQ5). The findings for each participant for each research question are discussed in the following section.

5.2 Multi-Case Findings

Lupe

As Lupe transitioned through the different PT and RWTs, she highly connected with oral and auditory learning. She performed all non-linguistic and linguistic task performance requirements in both PT2 and RWT1 demonstrating that her skills were transferred (RQ1). In

collaboration, Lupe stated that an unfriendly store clerk in a learner-unknown interlocutor interaction scolded her saying, “What are you doing here?” The clerk continued, “I’m working!” At being spoken to in this harsh manner, Lupe stated that she wanted to, “shut down.” After this episode Lupe said, “I was happy when I was done, and I didn’t have to talk to anybody else.” So, although Lupe collaborated in learner-unknown interlocutor interaction episodes, she struggled emotionally completing the collaboration task requirement due to one or two very negative experiences. Lupe’s greatest amount of target vocabulary was transferred during PTs in the classroom, rather than when she was out in public domain sites (RQ2). Gurzynski-Weiss and Plonsky (2017) identified the need to explore more learner-unknown interlocutor collaboration, especially outside of the classroom. Here, we see that although Lupe completed the collaboration requirement, some of her experiences were negative and she felt anxiety about the interactions. With this said, she completed the task successfully, collaborated successfully and learning occurred. However, she expressed anxiety about the requirement and the desire to stop talking to strangers due to the negative reactions of one or two store clerks. Although she talked to various clerks, the negative experiences were the only ones she really expounded during focus group discussions on in the post-participant interview.

Vocabulary learning was observed in student self-reported receptive development and productive use (RQ3). Lupe demonstrated vocabulary learning throughout PT and RWTs and had slightly higher learning outcomes on the Unit 1 immediate posttest. Lupe demonstrated higher target vocabulary suppliance during Unit 1 with all oral interactions than in Unit 2 when two modalities were utilized. Her accuracy was comparable during both units of study with 50% accuracy during Unit 1 at the grocery store and 48% accuracy during Unit 2 at the mall (RQ4). When utilizing two modalities in Unit 2 (SMS WhatsApp text chat in learner-learner interactions

and oral FTF learner-unknown interlocutor interactions), Lupe complained of the perceived heightened task difficulty due to task switching between oral and digital task requirements. González-Lloret (2015) argues for the need for technological tasks to precede PTs in classroom instruction and the technology would become embedded in the PT. Also, Robinson (2011) stated that individual differences among learners in affective and cognitive abilities may contribute to differentiated learning and task performance. Because Lupe perceived that the task difficulty increased significantly during task performance when utilizing two modalities, her anxiety about task performance was higher in Unit 2. She stated, "…. So using WhatsApp was confusing… and then trying to talk too using the vocabulary and talking at the mall… was a little hard…". She felt that she lacked enough oral preparation prior to going to the mall in class for oral learner-unknown interlocutor interactions and lacked a good grasp of the use of technology as well. She stated, "There wasn't sufficient time to orally practice the words before going to the mall…." Lupe explained that the written SMS texting did not allow her sufficient practice before orally engaging with strangers at the mall. So, the task switching between the digital and the oral FTF seemed to heighten her level of anxiety. Because the participants were required to collaborate in text chats and with strangers at the mall, Lupe, and Franco, both felt that more preparation in technology and more preparation in oral interactions in the classroom were necessary components to prepare them prior to the outings. González-Lloret (2015) addressed the need for this in the use of technology as a necessary component in TBLT instruction. Both with the lack of provision of a technological task prior to the PTs, and with less FTF interaction in PTs in Unit 2, Lupe demonstrated and mentioned having even more anxiety during this task performance than in Unit 1 performance.

Finally, even with the missing elements of technological tasks and the need for additional oral preparation in Unit 2's task design, Lupe stated that RWTs performed out of the classroom, in the community, did help challenge her to talk to more people even though she felt anxiety about it as Lupe stated in the excerpt below (RQ5):

Excerpt 20

1 The requirements to talk with people that I don't know…. helps
2 me a lot out in the community and gives me more confidence to go
3 and ask questions and to talk to more people. This was very good
4 to get me to talk to a lot more people out in public.

She expressed that PTs in the classroom helped prepare her to go talk to strangers in the two real-world contexts. Ultimately, she expressed that talking to strangers was beneficial to her learning. Without the classroom preparation, however, she stated, "maybe I would have felt lost." Lupe discussed how the TBLT study helped her understand U.S. grocery stores' ways of offering discounts, of advertising them and of providing easy access to any/all clients (through the use of the store app and the free application for a rewards card for discounts). Although Lupe expressed anxiety and the effects of many affective factors, at the conclusion of the study transfer was observed in non-linguistic and linguistic skills. She expressed how beneficial it was for her to engage with unknown proficient English speakers in public domain sites. She did not see true benefit in the learner-learner mobile mediated interactions in Unit 2, but expressed a higher perceived difficulty in task performance when utilizing the two modalities. Just as González-Lloret (2015) proposed in her research, Lupe expressed that extra technological tasks should have been added to PTs for more successful execution of SMS text chatting and FTF oral interactions in task switching to both be employed with confidence.

Hermosa

As Hermosa transitioned through the different PT and RWTs, she highly connected with the use of technology. She performed all non-linguistic and linguistic task performance requirements in both PT2 and RWT1 demonstrating that her skills were transferred (RQ1). Hermosa helped the other participants understand how to download and use screen sharing for the different smart phones and how to use the functions and features of the Kroger store app. She demonstrated and explained the drop down menu, the search bar and how to access coupons and advertisements during U1, PT2 and U1, RWT1 task performances with her own partner and also with the other students. For some learners, a technological task such as González-Lloret (2015) proposes would be unnecessary in that the learner already has a high degree of skill in technology. Hermosa didn't need additional technological tasks prior to PT2 in both units. Of the four learners in the current study, only Hermosa had this affinity for technology and felt energized and engaged when utilizing for L2 learning.

Interestingly, Hermosa had some of the highest target vocabulary item productive output during PT and RWTs (RQ2), but her vocabulary learning and VKS outcomes (RQ3) were the lowest of the four learners. Although Hermosa was very engaged in collaboration and had higher numbers of target vocabulary in receptive input/productive output, this did not ensure the highest learning and learning outcomes. There is an unpredictability in learner's abilities to learn new vocabulary, such as noted in Newton (2013) in language learned that was not negotiated during task performance. Similar to Newton's (2013) outcomes, Hermosa's higher target vocabulary frequencies did not coincide with her learning outcomes. For Hermosa, higher production did not equal higher outcomes. In the interaction approach to L2 learning, Gass and Mackey (2007) state that learning is "stimulated by communicative pressure and examines the relationship between

communication and acquisition and the mechanisms (e.g., noticing, attention) that mediate between them" (p. 181). What is unknown with Hermosa is why she had higher target vocabulary frequencies and substantial interaction episodes and turns but still exhibited lower VKS outcomes than those with lower vocabulary frequencies of use. Gass and Mackey (2007) argue that one advantageous component to comprehension is that of "overt correction or negotiation" that may have been a missing component in Hermosa's interactions (p. 183). Suppliance in receptive input and productive output perhaps provided practice opportunities that resulted in a degree of positive learning and learning outcomes for Hermosa, but her learning outcomes were not to the same extent as the other participants.

In the utilization of two modalities, Hermosa demonstrated a higher tolerance for task switching between written SMS text chats and oral FTF dialogues (Robinson, 2011). She also demonstrated higher accuracy per target item suppliance in U2 (83%), as opposed to U1 (50%) when using written text chats (RQ4). Finally, in RQ5, Hermosa discussed how classroom PTs prepared her to go out into public domain sites in the following excerpt:

Excerpt 21

I believe that the tasks in the classroom were key to having understanding when we went out to the store. The preparation helped me when we were actually out in the real world….. experiencing things…. We felt more secure…. And I understood the words that I heard from the people when I asked them about things…. that were already familiar to me because we had used them in class.

So, although the public domain site was a commonplace location in a local grocery store, the L2 content was new and the collaboration requirement with unknown interlocutors was new. Hermosa spoke of a variety of issues. She also expounded on how interesting and helpful the use of technology was for her in L2 learning. Because Hermosa had a background in the use of technology, she was energized by the use of the Kroger store app and WhatsApp text chats. Although Hermosa was a novice-high proficiency level speaker she pursued more extended language endeavors in regard to her use of technology as recorded in the following excerpt:

Excerpt 22

It's like when I created my account (A personal account with an assigned account number)… I was looking for the discounts… but I created my account…. In that moment because I didn't have a card (Kroger plus card)… I had an option to create an account by creating it manually… so I created it in the online application… and then when I went…. I gave her my plus card application… to the woman at the customer service counter and I said to her that I needed to link my personal plus card number with my account number that I had created. She looked up my account number and didn't change the number, but linked the Kroger plus card number to that account…. She just entered everything…. She offered to speak to me in Spanish but I told her that I needed to speak in English because I was a student… and she said, "Ok, no problem." She was super sweet.

So, because Hermosa highly connected with technology in the units of study, she negotiated meaningful messages over target vocabulary (the Kroger plus card) and other task requirements (finding discounts) within her area of interest. She did not feel that it was overwhelming to use two modalities (González-Lloret, 2015). Both non-linguistic and linguistic skills were transferred in the real-world context and Hermosa expressed the benefit of learner-unknown interlocutor interactions for vocabulary learning. She did not express anxiety about speaking with strangers, but rather viewed the occasions in public as providing rich opportunities to speak with highly proficient English speakers. Kim (2008) stated, "collaborative tasks promoted greater vocabulary learning and retention than individual tasks" in her research (p. 122). Lupe and Hermosa's vocabulary learning was positively affected through the various interactional types of collaboration throughout PT and RWTs for both learners. However, Lupe's greatest gains came after collaboration in PTs and Hermosa's greatest gains after collaboration in RWTs. Further exploration as to interactional types (learner-learner, learner-instructor or learner-unknown interlocutor) in collaboration might be beneficial for in order to better understand how they affect different learners.

Franco

Franco was the lowest level proficiency speaker of the four learners. He performed most of the non-linguistic and linguistic task performance requirements in both PT2 and RWT1 demonstrating that a large degree of his skills were transferred (RQ1). Franco, unlike the other learners, did not completely finish his task performance sheet on the last RWT1 at the mall. The last section requiring the opinion of the mall store clerk, was left blank. This section required opinions about the last three (out of nine) gift options from unknown interlocutors at the mall. His interaction episodes and turns, however, were personally his highest amount during the

RWT1 performance at the mall. This demonstrated that he had longer dialogues and spoke more in FTF dialogues with strangers. Due to his higher number of collaborative interactions, this suggests that leaving the last item incomplete was either an oversight or that he ran out of time. Franco had more learner-unknown interlocutor interactions at the mall than with peers in written SMS WhatsApp text chats in tasks and in oral interaction episodes with the instructor in PT2 in the classroom. Franco stated that what he most connected with during the two units of study was the idea of "accomplishing a goal or an objective". He loved performing *tasks* and using L2 to accomplish the tasks. Willis's (1996) definition of *task* stated that it was "a goal-oriented activity in which learners use language to achieve a real outcome" (p. 2). Having a *goal* in finding discounts on grocery items (Unit 1) or gauging the quality of gift options at the mall (Unit 2) were the tasks that Franco highly connected with. In performing the tasks, he used his L2. The tasks performed in the current study are authentic and beneficial to learners personally when they go to the grocery store or mall. Ellis (2017) argued that real-world tasks have situational authenticity, that are based on the "outside world" such as finding discounts on grocery items (p. 508). Also, these tasks have interactional authenticity and require "natural language processing" in collaborative interactions with others (Ellis, 2017, p. 508). Both types of authenticity were interwoven in the current research. Thus, commonplace socially situated public domain sites where authentic tasks could be performed were very beneficial to the participants in the current study as providing highly effective learning opportunities for L2 learners such as Franco.

Franco stated that the mock simulations of the real-world scenarios (the mock grocery store in Unit 1 and the mock mall in Unit 2) were of great benefit to his learning in preparing him to perform tasks in public. He expressed feeling energized and engaged with task performance out of the classroom in the real-world contexts and did not feel overwhelming anxiety. He talked

about the experiential component where you are "in the context" and you feel and sense things differently. Franco stated, "Ok… separate from learning the vocabulary that you've mentioned… to actually perform tasks out in the community was easier." It was perhaps in this type of learning environment, out in public, that Franco's spatial reasoning (i.e. the capacity to think about objects in three dimensions) was possibly mixed with other cognitive skills (linguistic and non-linguistic) to provide a richer learning domain. Franco, an Economist with the Ecuadorian government in his previous job, was often tasked with overseeing and approving local government projects in public. He worked in a hands-on job where he talked about ongoing projects and visited the public project sites. He stated that his personal history made him connect more highly with "accomplishing a goal/objective" while using and learning in his L2.

In RQ2, Franco's receptive input and productive output frequencies of use were much lower than those of Lupe and Hermosa's frequencies. Although Franco demonstrated the lowest target vocabulary productive output of the participants, he still had comparable VKS outcomes to those of Hermosa whose oral speech was substantially higher throughout PT and RWTs (RQ3). In literature, internal/external L2 learning mechanisms are still being examined in regard to input/output language in developmental processes (Gass, 2013; Gass and Mackey, 2007; Gass, Mackey and Pica, 1998). In Gass, Mackey and Ross-Feldman (2011) interactions in the laboratory were compared to interactions in the classroom. The classroom was considered to be a bit more unpredictable, not as easily controlled as the laboratory for interactional episodes and learning. The "interaction-learning relationship" was questioned in terms of context between the laboratory and the classroom (Gass, Mackey and Ross-Feldman, 2011). Even more unpredictable and uncontrollable is a learner transitioning from the classroom to a real-world context. Gass et al. (2011) states, "there is a difference between laboratory and classroom settings with regard to

the amount of negotiation produced" (p. 193). Thus, in terms of research, there is very little known about how learners notice, are aware of, negotiate and ultimately produce meaningful language in very unpredictable contexts. Franco was a quiet person/student that demonstrated much less engagement over target vocabulary and content material, but whose learning and learning outcomes were positive (RQ3). Collaboration was beneficial as Kim (2008) found, but the extent to which interaction occurred and the interaction types that affected Franco's learning outcomes varied from those of Lupe and Hermosa's when transitioning between two contexts.

In Unit 2 task performance, Franco stated that his general language ability was insufficient to adequately complete the assignment when utilizing two modalities (RQ4). Robinson (2011) states that learner's individual differences in affective and/or cognitive ability may cause a perceived increase in task difficulty as task complexity is increased. Franco stated that his general language ability caused him to struggle with task switching between digital and FTF oral interaction requirements. Although he did complete most of the task requirements, the number of interaction episodes, turns and target item production decreased substantially. In response to the increased complexity and perceived difficulty in the PT2 lesson, Franco, along with Lupe, suggested an additional PT lesson be added to the sequencing where learners could adjust to the use of new technological applications without other simultaneous task performance requirements. Franco stated that his lower proficiency level of English might have impeded his ability to efficiently task switch (go between SMS text chat in learner-learner interactions and oral FTF learner-unknown interlocutor interactions with store clerks). In González-Lloret (2015), integrating technology into TBLT teaching addresses this concern with adding pedagogic technology tasks in curriculum design. Although Franco did not struggle with affective factors as did Lupe, he did struggle with the cognitive load and the perceived task difficulty level in task

switching between task requirements in two different modalities (Robinson, 2011).

Finally, in RQ5, Franco expressed his perspective on how PTs prepared him for RWT completion out of the classroom in the following excerpt:

Excerpt 23

Obviously we were well prepared from the classes, also prepared in each theme and with what we were going to do… but always out in the community things occur that we have not been prepared for…. We haven't considered certain variables… maybe this is a new word…or whatever is different, something unexpected… So, when we were out doing the tasks in public… we encountered new words or new questions that we had not prepared for… maybe this worked was like a brake. It was something new. Maybe it was something we weren't expecting….and this created a roadblock…. because you don't know what it means. This type of thing cuts the communication with the individual. So, sometimes you don't know how you're going to react to the person, the salesman or the situation… you're unsure of what you should ask… These are things that are unpredictable that you can't always prepare for… I'm always thinking… I hope that they react well to me. I see this as a limitation or even breaking the communication in a given moment.

In the excerpt above, Franco spoke of the unpredictability of performing tasks in public

domain sites even with prior preparation in the classroom. He stated that although the PTs prepared learners for task performance, there were still uncontrollable factors that could not always be foreseen in task design. Therefore, the participants expected that task performance in public sites required them to take risks at times. To a large extent, Franco's non-linguistic and linguistic skills were transferred from PT2 to RWT1 performance in both units of study. Vocabulary learning occurred, and positive learning outcomes were observed in both units of study. Franco struggled with task switching between the two modalities due to the perceived task difficulty during Unit 2, PT2 and RWT1 task performances.

Daniel

As Daniel transitioned through the different PT and RWTs, he also highly connected with performing 'tasks', having goals and objectives during L2 learning. He performed all non-linguistic and linguistic task performance requirements in both PT2 and RWT1 demonstrating that his skills were transferred. Daniel came from a government position in Colombia, making and adjusting policies for minorities in the country. Like Franco, he was accustomed to hands on projects as part of his work situation. Transitioning to this type of learning after coming out of traditional English grammar translation classes, he found performing tasks "energizing" (RQ1). In collaboration with others, Daniel's highest interaction episodes and turns occurred during U1, PT1 in oral learner-learner collaboration (RQ2). Interestingly, he performed differently in Unit 2 when two modalities were utilized. He had more dialogues and spoke more during RWT1 performance at the mall in learner-unknown interlocutor collaboration but used substantially fewer target vocabulary words. Daniel was the highest proficiency level speaker with intermediate-low ability. In contrast to Franco, Daniel's cognitive load in performing more complex tasks was not as overwhelming to him. He thought that the challenges were appropriate.

He didn't feel that any additional PTs should be added to the sequenced tasks that were performed throughout the research as did Lupe and Franco with asking for more instruction on technology (González-Lloret, 2015).

Similar to Franco, Daniel demonstrated fewer numbers of interaction episodes, turns and target vocabulary frequencies of use than Lupe and Hermosa. But his learning and learning outcomes were similar to Lupe's outcomes (RQ3). This suggests that while collaboration contributed to his learning, the extent to which collaboration was needed as well as the interaction types may have also affected learning and learning outcomes (Kim, 2008). Also, due to individual differences, it is still unknown as to what extent/internal mechanisms for L2 development contributed to his learning and positive learning outcomes. Gass (2013) states that in L2 learning, students' noticing, awareness of, processing as receptive input occurs and negotiation in productive output all contribute to learning.

Daniel stated that he had a neutral perspective towards the use of written SMS text chats and oral interactions. In Robinson's (2011) research on task difficulty factors, learners' individual differences would evoke either a high or low tolerance range among students. Lupe and Franco exhibited lower tolerance due to affective and cognitive factors, while Hermosa highly connected with technology and demonstrated a high tolerance to task switching in the use of digital vs. oral collaboration. Daniel stated his perspective in the following excerpt:

Excerpt 24

I felt better with the oral interaction… it doesn't mean that I wouldn't use the WhatsApp Text Chat….

In the written interaction… there's an ability that reinforces the grammar and structure of the language. In the oral interactions…

there's another demand or requirement…. That is to listening, with comprehension and pronunciation. So, those are distinct abilities that are being developed… but both of them are necessary together….

Daniel was able to see the benefit of both written SMS text chat and oral collaboration in L2 development. He didn't struggle with question formation or the functions on the Kroger store app. Some of this might have been personality and some might have been due to a slightly higher general language ability. Due to his higher proficiency level, he did not express having a difficult time or feeling overwhelmed due to switching between the digital and oral interactions. He performed/ completed tasks within the allotted time frames and expressed a high degree of satisfaction in L2 learning through a task-based approach. In RQ5, Daniel stated his perspective on PTs preparing him for RWT performance out in public in the following excerpt:

Excerpt 25

Yes… the preparation that we had… yes… helped me a lot! But you also have to be open to things that happen in the real world that you experience without preparation…. There are other dynamics in real life and prior preparation is simply a platform or base from which to advance …..to be able to do something more profound. It's not everything…. But the preparation in class was very well done. The classroom preparation very much facilitated doing the tasks.

In the excerpt above, Daniel expressed that although there may be very good preparation for task performance, the unknown, unpredictable dynamics of performing tasks in public are

still “risks” for learners. Daniel demonstrated that non-linguistic and linguistic skills were transferred during PT and RWTs in both units of study. Daniel had an equal amount of gains after PT and RWTs and demonstrated positive learning outcomes on immediate posttests. He had a neutral stance towards task switching between digital and oral FTF interactions and expressed that there were benefits to the utilization of each modality.

5.3 Between case findings

In the current multi-case study dissertation, there were four adult ESL participants. In the gaps that were examined, there were only three areas of commonality between all four participants in data collection. Of course, the emerging themes in research question 5 were topics discussed by all four participants, but in RQ’s 1 – 4 the four learners varied a great deal in measured, observed data collection. In the measured observed data from research questions one to four, there were three overlapping areas between the case studies. These three similarities between the four learners are further discussed in this sub-section.

One commonality between cases was in U1, PT1, in oral learner-learner collaboration during the simple information gap task. The second overlap between the participants was in the transfer of non-linguistic task performance outcomes from PT2 to RWT1 in both units of study at the grocery store and at the mall. The third area of overlap was in the VKS outcomes. Here, the four participants either sustained learned vocabulary items or increased in knowledge from immediate to delayed posttests. This unusual finding, of increased scores on the delayed posttests, is discussed further in this section.

With a wide body of research into collaboration (Bruton, 2002; Dobao, 2014; Eckerth, 2009; Foster and Ohta, 2005; Kim, 2008; Kim and McDonough, 2008; Kim and Taguchi, 2016; Long, 1997, 2015, 2016), little is still known about learners’ interactions with unknown interlocutors as currently identified by Gurzynski-Weiss and Plonsky (2017). In the classroom, in

interactions with peers and instructors, students' learning opportunities are facilitated and the positive effects on the attainment of subject matter is substantiated (Long, 2015). In Unit 1 in the current study, learner-learner interactions in oral language use resulted in the highest number of interaction episodes and turns. However, in Unit 2, when two modalities were utilized and learners interacted with peers through SMS text chats, oral interactions with unknown interlocutors resulted in a higher number of interaction episodes and turns for Hermosa, Franco and Daniel. Lupe still demonstrated her highest number of interaction episodes and turns during the PT1 simple information gap task in both units of study over the more complex tasks. This finding suggests that some learners either prefer or are more engaged in oral interactions whether it is with other peers, with the instructor or even with strangers at a mall. Although all learners may not have positive experiences or outcomes in the natural context as opposed to the classroom, the current study suggests that some learners do highly connect with unknown interlocutors for beneficial learning opportunities.

In the second area of overlap between the four learners, the students demonstrated the transfer of non-linguistic task performance skills. All four participants found, identified and applied discounts on food items in a local grocery store. At the mall, they all found different gift items and discussed the materials from which they were made. They compared materials for the quality of the products and then solicited local mall store clerks' opinions about brands, prices and the durability of the gifts. In Benson's (2015) study, transfer was observed within the same laboratory context. In the current study the tasks remained the same, in contrast to Benson's (2015) study, and the contexts shifted. Here, the learners' abilities to complete the task performances were documented to observe how the learners performed in the second context.

Although the second context in the current study was not another course/classroom situation, an assessment context or a laboratory, the relevance often addressed in TBLT in pertaining to real-life socially situated public domain sites was observed. In this context, students live, work and carry out life in their second language with, "L2 beyond the classroom" (Long, 2016, p. 6). Because TBLT is arguably an approach linking the classroom to real-world situations, the current research pursued this central idea. Therefore, in the transition that the participants in the current study made from the classroom to the grocery store (Unit 1) and the mall (Unit 2), the transfer of non-linguistic skills both validates the classroom as a place of preparation and the natural contexts as potential places of learning. Only one sub-section of Franco's task performance sheet at the mall was incomplete when the opinion of the last mall store clerk was not solicited. This reduced his score from 100 to 90% on the task performance measurement. The other three students completed all task performance steps for 100% scores. This suggests that, in large part, non-linguistic skills used in the classroom (this also included the use of the Kroger store application, the use of WhatsApp in text chats and collaboration) were all observed during task performance in both public domain sites with better results than had been demonstrated during use in PT2 in the classroom. The classroom can be a place to set L2 language learners up for success in the real world. TBLT was found as a very effective means for helping learners successfully accomplish real world tasks while using their L2 in the process.

The third and final overlap between all four learners was in the VKS outcomes between the immediate and delayed posttests. While some learners sustained vocabulary knowledge, others slightly increased. None of the four decreased in vocabulary knowledge between the immediate and delayed posttest scores. Upon completion of both units of study and this finding, I conducted an additional post-research focus group discussion. In order to better understand these

results, I asked the participants if they continued using non-linguistic skills and target vocabulary items after the instruction and research had ended. Because going to the grocery store and going to the mall are 'average' occurrences in life, they all stated that it was common practice for them to go to the grocery store 3-4 times each week and to go to the mall 1–2 times each week. As a researcher/instructor in this current research, I personally do not frequent stores/malls that often. However, this was the range that the learners stated that they went to these two public sites. The students stated that because of the TBLT units of study, the participants continued to do the following: 1) use the grocery store app, 2) use the SMS WhatsApp text chat app in English for further language development, 3) listen for and use target vocabulary items and 4) intentionally pursue conversations (forming questions and having dialogues) with store clerks in both domains. The post-research focus group discussion session substantiated how learners were able to sustain and/or improve in VKS scores even after units of study had ended and instruction about the domain sites had ended. On a visit to a local grocery store after the research was over, Franco stated the following excerpt:

Excerpt 26:

For me, later, I talked naturally without saying that I was a student… this was better…it gave me a lot of liberty and it was more natural…. then there was no presumption on the part of the other person … of the clerks to not help you….I looked like a client… and I made purchases and bought some things. When I went by the floral section, the regular price was $7 …. I could have paid this, but because we've learned how to pursue discounts I asked her if there was any discount….she initially

said, “no”….. but I asked her to confirm that in the system…so, after she checked it, the cost was only $2. So, the regular price was $7 but after checking it, it was only supposed to cost $2….so I’ve learned that the interactions can benefit…”

Thus, the context itself of performing task in a commonplace public domain site seemed to facilitate learning. Additionally, far transfer in using some non-linguistic skills was briefly mentioned by the participants such as Hermosa in the following excerpt:

Excerpt 27:

Sometimes we go to a store called ‘Dollar Tree’….so now I look for ways that stores discount their products…so now I go… looking….checking…..so when I got to Publix (another supermarket)….we were also looking in this aspect and I learned a new one… and I saw this in Publix….. Something like… you buy one and you get one….get one… free (Buy one, get one free) So, in Walmart there’s a word called ‘roll back’… roll back….. this it the cheapest, cheapest price….

Consequently, just as near transfer was observed, some far transfer was briefly mentioned in a post-RWT1 focus group discussion for the non-linguistic skills learned throughout the two units of study. Far transfer, while briefly mentioned here, should be further explored in future research endeavors. Also, vocabulary learning occurred and was sustained and/or improved in VKS posttest scores as learners spoke of recurrent receptive input and/or productive output use when they returned to the public sites in context. In response to current debate about transfer (Ellis, 2017; Long, 2016; Benson, 2015), although learners vary in how they learn and what type

of interactions are beneficial, transfer in varying degrees was noted during task performance among the participants in the current study.

In conclusion, in the first overlap, collaborative interactions were pursued by learners and found beneficial, specifically oral learner-learner interactions. Oral interactions with unknown interlocutors were found beneficial by three of the four participants. Learner individual differences may account for the additional affective and/or cognitive factors facilitating/ impeding this interactional type (Robinson, 2011). More investigation into this dynamic is needed (Gurynzski-Weiss and Plonsky, 2017). Modality may have contributed the degree to which learners interacted. Oral speech seemed to facilitate greater dialogue and turns by learners, but written SMS text chats helped learners to better focus on accuracy.

In the second overlap, transfer of non-linguistic skills was observed. All four learners exhibited transfer of non-linguistic skills in task performance requirements (following steps, finding discounts, etc.), the use of technology and, as previously discussed, in collaboration. Although transferability has been researched predominately for assessment purposes, evaluations in the current study helped define and measure what non-linguistic skills should/did transfer. The pursuit of tangible goals/objectives while utilizing L2 to accomplish them proved beneficial in the current research.

Finally, in the third overlap, VKS scores were sustained and/or increased using common everyday contexts as places for learning (and continued learning) opportunities. Although there are many positive benefits in TBLT in addition to target vocabulary, learning outcomes in vocabulary knowledge resulted in positive movement towards productive use throughout PT and RWTs with positive gains in final posttests. The learners' interest, per NA surveys and the task design (eliciting the use of more target vocabulary), suggested that commonplace public domain

sites can be used for connecting the classroom instruction to successful task performance in public. What once was a trip for grocery shopping might become a trip for language learning opportunities as well.

5.4 Theoretical and Pedagogical Implications

In the development of the current PT and RWTs, task performance skills and interactive features were highlighted in order to examine their transferability. The learners in the current dissertation were able to transfer their skills from PT1 to PT2 and finally to primary RWT1 performance out of the classroom. If task performance skills can be transferred to real-world contexts, then the classroom is a valid place for instruction in these skills to be conducted. Because TBLT is an approach that centers on 'tasks', it is ideal for preparing learners for the many and varied tasks that are required for functioning in society (e.g. tasks related to schools, hospitals, stores, banks, gas stations, etc.). Preparing learners to accomplish tasks through the forum of the classroom in TBLT units of study is an effective means of L2 instruction for formal and informal social settings (Van den Branden, 2009).

Definitions and interpretations of near/far transfer vary. In the current study, near transfer occurred when learners transitioned from the classroom to the real-world setting (in the grocery store or mall) while implementing the same +complex task. Far transfer then might be the transfer of the skills and abilities learned during the current study that transfer to totally new contexts; such as the ability to use WhatsApp Text Chat to learning German or Arabic. Or, if learners are in different social situations such as a bank or their child's school they might find, download and use new available Apps to further develop their English. Further research into far transfer could help teachers prioritize task sequencing and design.

In the classroom, the current study can be replicated in numerous ways as learner needs are assessed through an informal survey, asking learners in a class discussion, or even a more

structured written and/or oral NAs (Serafini, Lake and Long, 2015; Serafini and Torres, 2015). When learners struggle with peripheral membership and/or are marginalized in social situations, these are places where classroom instruction and TBLT units of study may greatly benefit the learners. What task(s) are learners pursuing in real life that the classroom might utilize as a learning opportunity? Do they need to open a bank account at a local bank? In the development of material, task complexity through Baralt, Gilabert and Robinson's (2014) SSARC model effectively allows the teacher to think through TBLT units of study. Here, learners are not just merely in a place performing a task, but the lessons are carefully designed with interactive features (purposeful dialogues) and more complex thinking requirements (Robinson, 2001). An example of this would be for the learner (as a client) to ask to speak with a bank representative rather than a bank teller. In a situation such as this, the learner may sit at a desk to complete the task facilitating more and deeper dialogue. Also, the instructor might contemplate what content-specific vocabulary and/or documents are necessary components for task completion. Making sure that learners are well prepared may entail instructors to conduct domain site visits prior to designing the tasks. Instructors might audio-record interactions for the purpose of vocabulary selection, as well as other considerations such as pragmatic (i.e. linguistic tools necessary for the learner to know how to politely ask to speak with a bank representative and not a teller) and practical (i.e. non-linguistic, who should the learner approach when they enter the bank instead of standing in a line) concerns. As an instructor/researcher, when I audio-recorded my own experiences, this helped me better understand and consider realistic expectations in order to develop appropriate non-linguistic and linguistic assessments.

In TBLT units of study in commonplace social situations, vocabulary learning is of great benefit. Such as providing learning opportunities of high frequency words and content-specific

words Nation (2013). Both of these comprise most of spoken language in society that can be fostered as learners perform tasks. Thus, classroom instruction and subsequent intentional focus on targeted vocabulary out of the classroom can foster both high frequency and content-specific vocabulary simultaneously. Learners recognize, comprehend and potentially produce target vocabulary in the highlighted contexts. Kim (2008) and many others have highlighted the benefits of collaboration in vocabulary learning in the classroom. Thus, using the classroom as a launching pad for target vocabulary items using 'tasks' in mock simulations and creative formats can be highly effective tools in L2 instruction. Also noted in the current dissertation, vocabulary learning occurred throughout all pedagogical and real-world tasks in the classroom and out of the classroom. This study found positive benefits in the participants learning and learning outcomes as they transitioned from the classroom and performed tasks in public, addressing some of Ellis (2017) and Long's (2016) concerns about the transferability of task skills. Also of note, the current study has added some helpful insight into Gurzynski-Weiss and Plonsky's (2017) questions of learner-unknown interlocutor interactions in vocabulary learning. Transfer of target vocabulary items, learning of vocabulary and learning outcomes occurred during RWT performance in public for the participants in the current study. Not only did vocabulary learning occur as instruction was provided during the TBLT units of study, but some learning continued and was demonstrated in some increases in VKS outcomes on delayed posttests after instruction in the units of study ended. This suggested that commonplace frequented social situations may add benefit, and even continued benefit to learners' L2 acquisition of vocabulary and general language development. Because socially situated public domain sites are part of functioning in society, learning can be ongoing beyond the classroom for learners that intentionally take advantage of learning opportunities in public.

According to Gurzynski-Weiss and Plonsky (2017) there is little to no research into how vocabulary learning is affected outside the classroom in learner-unknown interlocutor interaction. In the current study, Hermosa, Franco and Daniel stated that there were benefits to collaborative interactions with unknown interlocutors although they experienced positive and negative encounters in public. Lupe continued to struggle and never overcame her negative impressions of her interactions with strangers during the units of study. However, her learning outcomes continued to improve throughout both units of study. She demonstrated positive gains after both units of study and even higher gains on the Unit 2 delayed posttest. Helping learners overcome affective fears, sensitivities and anxieties in order to take advantage of learning opportunities may be part of the instructor/mentor/facilitator role in classroom setting where discussions and role-playing various scenarios may help learners learn how to collaborate with strangers.

Finally, the use of technology in L2 instruction and more specifically in TBLT is of relevance (González-LLoret, 2015). The students' perceived need for further instruction in technology and the decrease in production from PT2 data in the current study suggested that additional instruction in technology should have been further addressed in design features for the two TBLT units of study for more effective task performance. In González-Lloret (2015) task design implementing technology includes not only pedagogic language tasks, but also pedagogic technology tasks embedded in the syllabus. Helping learners transition between paper, digital, and oral requirements are skills that require additional time and planning to execute successfully. Students expressed a need for further preparation and the data verified that additional instruction linking language + technology would possibly have allowed learners to have time to better engage with technology. The use of mobile-mediated learner-learner interaction in curricular

design proved to show increases in accuracy. Although production was slower and decreased for the learners, accuracy in what was produced was much higher. Thus, when designing PTs where accuracy of use is focus, MALL type technological tasks and subsequent pedagogic tasks could be very beneficial. There is a need for further instruction on technology and even the inclusion of technological vocabulary as part of target vocabulary might enhance vocabulary learning and outcomes.

5.5 Limitation and Future Research

The current multi-case study was limited to only four Spanish speaking, adult ESL learners. This population included educated professionals. There are many more populations that transition to places with less fortunate means and/or education. Examining populations in lower socioeconomic status for the effectiveness of TBLT in L2 and craft trade development could be of great benefit. Another limitation was that there were only two units of study designed for the present research and both focused on shopping. Examining transfer in different contexts would shed greater insight into what can be transferred. Additional longitudinal studies may provide further insight into how learners begin to adjust to and modify individual preferences and patterns in regard to task difficulty factors as well as the long-term effects/retention of L2 when focusing on context-specific social situations and places.

The units of study examined in public places during the task-based teaching were chosen from a small group of lower proficiency English language learners. Higher proficiency speakers might have chosen other social situations or contexts where the task difficulty variables in the current study might not have been difficult for them and/or could highlight other task difficulty variables altogether. Research should be conducted with different proficiency level learners in order to find thresholds of task difficulty and task complexity for task design and

implementation. Task complexity in combination with task difficulty factors when applied to lower and upper level language learners such as immigrants and refugees could prove extremely beneficial to improving quality of life. Additionally, TBLT in adult language learning should be explored beyond the realm of academia to find the effects it may have in business, medical and technical fields and professions.

Although the current dissertation demonstrated that non-linguistic and linguistic skills and abilities were transferred in near transfer (from the classroom to two different real-world settings), additional research into far transfer (such as applying skills and abilities to completely different contexts in real-world settings) is also needed. In L2 learning, better defining and understanding of learners' skills and abilities that can be transferred in both near and far contexts would shape TBLT task design and implementation for connecting the classroom to the real world.

6 Conclusion

The dissertation process has been enlightening and transformative in re-shaping many of my perspectives as a person, on L2 instruction and in designing TBLT units of study. Audio-recording experiences, using real-life commonplace scenarios for learning opportunities and hearing participants' perspectives towards L2 learning during task performances have all contributed towards a more in-depth view of how learners feel about learning out of the classroom. Instead of assumptions about anxiety-provoking experiences, it was refreshing to hear about how energizing and engaging it was for three of the four learners. Personally, I have grown through the entire process as an instructor and program director.

Of equal importance, I have also found the incredible impact that instructional approaches can have on L2 learners. The participants in the current study were all four highly educated; one had just finished his Ph.D. in Political Science in Colombia. The TBLT approach was highly appealing to the participants in the current study. Having task-based goals and objectives energized the students more than previous grammar translation and other traditional approaches they had experienced. Even though the emphases of the two units of study were quite commonplace (the grocery store and mall), the learners' pursuit of L2 while accomplishing tasks highly motivated the learners and stimulated the learning process.

An important contribution to research was the observation of abilities and skills that were transferred between two contexts. Often instruction provided in the classroom or laboratory may be beneficial for academic improvement but does not foster functional ability in the society in which a learner lives. In the current study, learners transitioned from the classroom to real-world settings as the transfer of abilities and skills were observed. Confirmation that non-linguistic and linguistic task performance skills were transferred is a relevant finding in current TBLT research.

I believe that the current study will impact TBLT theory and pedagogy in how experiential out-of-class learning can be incorporated into instruction with either mock simulations or real-world field trips. Working in tandem with classroom pedagogical tasks, real-world tasks can be taken to real-world settings. Through experiential teaching, students learn to function successfully in society and with this, potential gains in language outcomes. With the focus of TBLT tying the classroom to real-world contexts, having learners complete tasks in public places successfully prepares them, in general, to be better members of society.

This study also contributes to our understanding of multiple modalities during task performance and the effects of task difficulty variables in more complex tasks. When task

complexity was increased and WhatsApp Text Chat and oral interactions were both required, learners varied in high/low task switching tolerance. Low tolerance to task switching was possibly affected by affective and/or cognitive factors. Understanding that learners' individual differences are more pronounced when task complexity and difficulty are increased can add insight for instructors when designing and implementing tasks. With this finding related to h/l task switching tolerance, other task difficulty variables were also touched on when learners were transitioned to a context with some unpredictability involved. The perceived difficulty in task switching may potentially affect learning outcomes. Although vocabulary gains were lower when two modalities were utilized, there were benefits reported as well. Learners had higher rates of accuracy when written texts were utilized and more closely focused on syntactic and grammatical issues. The difference in the contexts between the grocery store and the mall as well as the unpredictable nature of interactions with unknown interlocutors must be considered when examining benefits and drawbacks. With these considerations, there were benefits to both oral and written modalities that might be used to achieve distinct learning goals and objectives.

Finally, in conducting this multi-case study, I gained a deeper understanding of transferability of linguistic and non-linguistic skills and abilities during two units of study in TBLT. Transitioning learners through 2 PTs and then completing final task performance (RWT1) out into the local community were both energizing, but also anxiety provoking experiences in different regards for the learners. It was very encouraging that the four learners responded to L2 learning with the TBLT approach with enthusiasm and motivation.

In closing, the dissertation journey has taught me a lot about myself, about TBLT and about teaching in general. I feel that the opportunity to pursue this degree has greatly benefitted the current program in which I work. The program has reached higher standards of excellence as

new initiatives have been implemented. By utilizing TBLT and fostering an atmosphere of learner-driven goals, our students are more engaged and take more responsibility for their own learning outcomes. I hope to continue researching TBLT in various areas including ESL and EFL settings. Also, I'd like to explore how task complexity and the effects of task difficulties and the individual differences of learners affects learning outcomes. In conclusion, this research project has answered some, of the many questions I'd like to pursue.

REFERENCES

ACTFL, (2012). American Council for the Teaching of Foreign Languages, http://www.actfl.org

Adams, R., Alwi, N. A. N. M., & Newton, J. (2015). Task complexity effects on the complexity and accuracy of writing via text chat. *Journal of second language writing*, *29*, 64-81.

Adams, R., & Ross-Feldman, L. (2008). Does writing influence learner attention to form. *The oral-literate connection. Perspectives on L2 speaking, writing, and other media interactions*, 243-266.

Ahmadian, M. J., Mansouri, S. A., & Ghominejad, S. (2017). Language learners' and teachers' perceptions of task repetition. *Elt Journal*, *71*(4), 467-477.

Ahour, T., & Dogolsara, S. A. (2015). The effect of task type on Iranian advanced EFL learners' vocabulary learning. *Theory And Practice In Language Studies*, (3), 657.

Andersen, R. W. (1991). Developmental sequences: The emergence of aspect marking in second language acquisition. *Crosscurrents in second language acquisition and linguistic theories*, 305-324.

Anthony, L. (2011). AntConc (Version 3.2. 2)[Computer Software]. Tokyo, Japan: Waseda University.

Asgari, A., & Mustapha, G. B. (2011). The type of vocabulary learning strategies used by ESL students in University Putra Malaysia. *English language teaching*, *4*(2), 84.

Atasheneh, N., & Naeimi, M. (2015). Vocabulary learning through using mechanical techniques vocabulary learning strategy. *Theory and Practice in Language Studies*, *5*(3), 541-548.

Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests* (Vol. 1). Oxford University Press.

Baralt, M. (2010). *Task complexity, the Cognition Hypothesis, and interaction in CMC and FTF environments* (Unpublished doctoral dissertation). Georgetown University, Washington, DC.

Baralt, M. (2013). The impact of cognitive complexity on feedback efficacy during online versus face-to-face interactive tasks. *Studies in Second Language Acquisition*, *35*(4), 689-725.

Baralt, M., Gilabert, R., & Robinson, P. (2014). An introduction to theory and research in task sequencing and instructed second language learning. *Task sequencing and instructed second language learning*, 1-50.

Baralt, M., Gilabert, R., & Robinson, P. (Eds.). (2014). *Task sequencing and instructed second language learning*. Bloomsbury Publishing.

Benson, S.D. (2016). Task-based language teaching: An empirical study of task transfer. Language Teaching Research, 20(3), 341-365. Joi:10.1177/1362168815569829

Blake, C. (2009). Potential of text-based internet chats for improving oral fluency in a second language. *The Modern Language Journal*, *93*(2), 227-240.

Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2010). Transfer of training: A meta-analytic review. *Journal of management*, *36*(4), 1065-1105.

Brown, J. D. (2016). *Introducing needs analysis and English for specific purposes*. Routledge.

Brown, J. D., Hudson, T. D., Norris, J. M., & Bonk, W. (2002). Investigating task-based second language performance assessment.

Bruton, A. (2002). From tasking purposes to purposing tasks. *ELT journal*, *56*(3), 280-288.

Burston, J. (2014). MALL: The pedagogical challenges. *Computer Assisted Language Learning*, *27*(4), 344-357.

Burston, J. (2014) The reality of MALL project implementations: Still on the fringes. CALICO Journal, 31(1): 43–65. https://www.calico.org

Bygate, M. (2001). Effects of task repetition on the structure and control of oral language. In: M Bygate, P. Skehan, & M. Swain (Eds.), *Researching pedagogic tasks, second language learn- ing, teaching and testing* (pp. 23–48). Harlow: Longman.

Bygate, M. (Ed.). (2015). *Domains and Directions in the Development of TBLT: A Decade of Plenaries from the International Conference* (Vol. 8). John Benjamins Publishing Company.

Bygate, M. (Ed.). (2018). *Learning language through task repetition* (Vol. 11). John Benjamins Publishing Company.

Bygate, M., Norris, J., & Van Den Branden, K. (2009). Understanding TBLT at the interface between research and pedagogy.

Bygate, M., Skehan, P., & Swain, M. (2013). *Researching pedagogic tasks: Second language learning, teaching, and testing*. Routledge.

Byrne, J., & Diem, R. (2014). Profiling mobile English language learners. *JALT CALL Journal*, *10*(1), 3– 19.

Calvert, M., & Sheen, Y. (2015). Task-based language learning and teaching: An action-research study. *Language Teaching Research, 19*(2), 226-244.

Cameron, L., & Larsen-Freeman, D. (2007). Complex systems and applied linguistics. *International journal of applied linguistics*, *17*(2), 226-239.

Candlin, C. N. (2013). Afterword: Taking the. *Researching pedagogic tasks: Second language learning, teaching, and testing*, 229.

Carless, D. (2012). TBLT in EFL settings: Looking back and moving forward. *Task-based language teaching in foreign language contexts: Research and implementation*, 345-358.

Chaka, C. (2009). Portable handheld language learning from CALL MALL to PALL. In *Handbook of research on e-Learning methodologies for language acquisition* (pp. 539-553). IGI Global.

Chapelle, C. (1997). CALL in the year 2000: Still in search of research paradigms?. *Language Learning & Technology*, *1*(1), 19-43.

Chapelle, C. A. (2001). *Computer applications in second language acquisition*. Cambridge University Press.

Chaudron, C., Danielhty, C. J., Kim, Y., Kong, D. K., Lee, J., Lee, Y. G., ... & Urano, K. (2005). A task-based needs analysis of a tertiary Korean as a foreign language program. *Second language needs analysis*, 225-261.

Choong, K. P. (2011). Task complexity and linguistic complexity: an exploratory study. *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics, 11*(1), 1-28.

Chun, D. M. (2008). Computer-mediated discourse in instructed environments. *Mediating discourse online*, 15-45.

Cook, G. (1989). Discourse. Oxford: Oxford University Press.

Coombe, C. A., & Shehadeh, A. (2012). *Task-based Language Teaching in Foreign Language Contexts : Research and Implementation*. Amsterdam: John Benjamins Publishing Company.

Crookes, G. (1986). Towards a validated analysis of scientific text structure. *Applied linguistics*, *7*(1), 57-70.

Davies, Mark. (2008-) *The Corpus of Contemporary American English (COCA): 560 million words, 1990-present*. Available online at https://corpus.byu.edu/coca/

de Jong, T., Specht, M., & Koper, R. (2010). A study of contextualised mobile information

delivery for language learning. *Educational Technology & Society, 13*(3), 110-125.

DeKeyser, R. (1998). Beyond focus on form: Cognitive perspectives on learning and practicing second language grammar. In C. Danielhty & J. Williams (eds.), *Focus on form in classroom second language acquisition*. Cambridge: Cambridge University Press, 42–63.

DeKeyser, R. (2007). Skill acquisition theory. In B. VanPatten, & J. Williams (Eds.), *Theories in second language acquisition: An introduction* (pp. 94-113). Mahwah: Lawrence Erlbaum Associates Publishers.

De la Fuente, M. J. (2006). Classroom L2 vocabulary acquisition: Investigating the role of pedagogical tasks and form-focused instruction. *Language Teaching Research, 10*(3), 263-295.

De La Fuente, M. J. (2002). Negotiation and oral acquisition of L2 vocabulary. *Studies in second language acquisition, 24*(01), 81-112.

DSSEP, Delaware Social Studies Education Project Research Corner (February 22, 2018). Retrieved from https://www1.udel.edu/dssep/transfer/Definitions%20of%20Transfer.pdf

Dobao, A. F. (2014). Vocabulary learning in collaborative tasks: A comparison of pair and small group work. *Language Teaching Research*, *18*(4), 497-520.

Danielhty, C., & Long, M. (2003). Optimal psycholinguistic environments for distance foreign language learning.

Duff, P. A. (1985). Another look at interlanguage talk: Taking task to task. *University of Hawai'i Working Papers in English as a Second Language 4 (2)*.

Eckerth, J. (2009). Negotiated interaction in the L2 classroom. *Language Teaching*, *42*(1), 109-130.

Edge, D., Searle, E., Chiu, K., Zhao, J., & Landay, J. (2011). MicroMandarin: Mobile language learning in context. *Proceedings of CHI 2011*, May 7-12, Vancouver, BC, Canada.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.

Ellis, R. (2010). Second language acquisition, teacher education and language pedagogy. *Language teaching*, *43*(2), 182-201.

Ellis, R. (2012). *Language teaching research and language pedagogy*. John Wiley & Sons.

Ellis, R. (2016). Focus on form: A critical review. *Language Teaching Research, 20*(3), 405-428.

Ellis, R. (2017). Position paper: Moving task-based language teaching forward. Language Teaching, 50(4), 507-526.

Ellis, R., & He, X. (1999). The roles of modified input and output in the incidental acquisition of word meanings. *Studies in second language acquisition, 21*(2), 285-301.

Ellis, R., & Shintani, N. (2013). Exploring language pedagogy through second language acquisition research. Routledge.

Ellis, R., Tanaka, Y., & Yamazaki, A. (1994). Classroom interaction, comprehension, and the acquisition of L2 word meanings. *Language learning*, *44*(3), 449-491.

Eskey, D. (1992). Syllabus design in content-based instruction. The CATESOL Journal, 5(1), 11-23.

ETS. (2012). The official guide to the TOEFL® test. New York, NY :McGraw-Hill,

Ferrari, S., & Nuzzo, E. (2009). Meeting the challenge of diversity with TBLT: Connecting s peaking and writing in mainstream classrooms. In 3rd biennial international conference on task-based language teaching: Tasks, content, purpose *and use, Lancaster University, UK*.

Folse, K. S. (2006). The effect of type of written exercise on L2 vocabulary retention. *TESOL quarterly*, *40*(2), 273-293.

Foster, P. (1998). A classroom perspective on the negotiation of meaning. *Applied Linguistics*, *19*, 1–23.

Foster, P., & Ohta, A. S. (2005). Negotiation for meaning and peer assistance in second language classrooms. *Applied linguistics*, *26*(3), 402-430.

Foster, P., & Skehan, P. (1996). The influence of planning and task type on second language performance. *Studies in Second language acquisition*, *18*(3), 299-323.

Fujii, A., & Mackey, A. (2009). Interactional feedback in learner-learner interactions in a task based EFL classroom. *IRAL*, *47*, 267–301.

Fujii, A., Obata, M., Takahashi, S., & Tanabe, S. (2008). Training learners to negotiate for meaning: An exploratory case study. *Language Research Bulletin*, *23*, 1–15.

Fukuta, J. (2016). Effects of task repetition on learners' attention orientation in L2 oral production. *Language Teaching Research*, *20*(3), 321-340.

Gass, S. M. (2013). *Second language acquisition: An introductory course*. Routledge.

Gass, S. M., & Mackey, A. (2007). Input, interaction, and output in second language acquisition. *Theories in second language acquisition: An introduction, 175199*.

Gass, S. M., Mackey, A., & Pica, T. (1998). The role of input and interaction in second language acquisition introduction to the special issue. *The modern language journal*, *82*(3), 299-307.

Gass, S., Mackey, A., & Ross-Feldman, L. (2011). Task-based interactions in classroom and laboratory settings. *Language learning*, *61*, 189-220.

Gholami, J., & Gholizadeh, M. (2015). The impact of language play-oriented tasks with planned focus on form on Iranian EFL learners' accuracy in controlled writings. *Journal of Language and Linguistic Studies*, *11*(1), 117-136.

Godwin-Jones, R. (2017). Smartphones and language learning. *Language Learning & Technology*, *21*(2), 3-17.

González-Lloret, M. (2015). *A practical guide to integrating technology into task-based language teaching*. Georgetown University Press.

González-Lloret, M., & Nielson, K. B. (2015). Evaluating TBLT: The case of a task-based Spanish program. *Language Teaching Research*, *19*(5), 525-549.

Gurzynski-Weiss, L. (2017). Expanding individual difference research in the interaction approach. *Expanding Individual Difference Research in the Interaction Approach: Investigating learners, instructors, and other interlocutors*, *16*, 1.

Gurzynski-Weiss, L., Long, A. Y., & Solon, M. (Eds.). (2017). TBLT and L2 pronunciation: Do the benefits of tasks extend beyond grammar and lexis? [Special issue]. *Studies in Second Language Acquisition*.

Google (July 16, 2019). Retrieved from https://www.google.com/

Gurzynski-Weiss, L., & Plonsky, L. (2017). Look who's interacting. *Expanding individual difference research in the interaction approach: Investigating learners, instructors, and other interlocutors*, *16*, 305.

He, B. (2016). The Effects of Context Richness and Different Task-demands on Incidental Vocabulary Acquisition and Retention. *Theory & Practice In Language Studies*, *6*(8), 1618-1623. doi:10.17507/tpls.0608.14

Hollis, F. H., & Eren, F. (2016). Implementation of Real-World Experiential Learning in a Food Science Course Using a Food Industry-Integrated Approach. *Journal Of Food Science Education*, *15*(4), 109-119. doi:10.1111/1541-4329.12092

Houser, C., Thornton, P., Yokoi, S., & Yasuda, T. (2001). Learning on the move: Vocabulary

study via mobile phone email. *ICCE 2001 Proceedings* (pp. 1560- 1565).

Hulstijn, J. H., & Laufer, B. (2001). Some empirical evidence for the involvement load hypothesis in vocabulary acquisition. *Language learning*, *51*(3), 539-558.

Hulstijn, J. H. (2001). *Intentional and incidental second language vocabulary learning: A reappraisal of elaboration, rehearsal and automaticity* (pp. 258-286). na.

Hulstijn, J. H. (2003). Incidental and intentional learning. In C. J. Danielhty & M. H. Long (Eds.), *Handbook of second language acquisition* (pp. 349–381). Malden, MA: Wiley-Blackwell.

Hutchby, I., & Wooffitt, R. (2008). *Conversation analysis*. Polity.

Ilmi, S. N. (2019). Language Learning Process and Gender Difference Implied from the Turn-Takings Used in EFL Student Conversation Club. *Dinamika Ilmu*, *19*(1), 133-153.

Keck, C., & Kim, Y. (2014). *Pedagogical grammar*. John Benjamins Publishing Company.

Kim, Y. (2013). Promoting attention to form through task repetition in. *Second language interaction in diverse educational contexts*, *34*(3).

Kim, Y. (2008). The contribution of collaborative and individual tasks to the acquisition of L2 vocabulary. *The Modern Language Journal*, *92*(1), 114-130.

Kim, Y. (2011). The Role of Task-Induced Involvement and Learner Proficiency in L2 Vocabulary Acquisition. *Language Learning*, *61*100-140. doi:10.1111/j.1467-9922.2011.00644.x

Kim, Y. (2012). TASK COMPLEXITY, LEARNING OPPORTUNITIES, AND KOREAN EFL LEARNERS'QUESTION DEVELOPMENT. *Studies in Second Language Acquisition*, *34*(4), 627-658.

Kim, Y., & McDonough, K. (2008). The effect of interlocutor proficiency on the collaborative dialogue between Korean as a second language learners. *Language Teaching Research*, *12*(2), 211-234.

Kim, Y., & Payant, C. (2014). A pedagogical proposal for task sequencing: An exploration of task repetition and task complexity on learning opportunities. *Task sequencing and instructed second language learning*, 151-177.

Kim, D., Rueckert, D., Kim, D. J., & Seo, D. (2013). Students' perceptions and experiences of mobile learning. *Language Learning & Technology*, *17*(3), 52-73.

Kim, Y., & Taguchi, N. (2015). Promoting Task-Based Pragmatics Instruction in EFL Classroom Contexts: The Role of Task Complexity. *The Modern Language Journal*, *99*(4), 656-677.

Kim, Y., & Taguchi, N. (2016). Learner-Learner Interaction During Collaborative Pragmatic Tasks: The Role of Cognitive and Pragmatic Task Demands. *Foreign Language Annals*, *49*(1), 42-57. doi:10.1111/flan.12180

Kim, Y., & Tracy-Ventura, N. (2011). Task complexity, language anxiety, and the development of the simple past. *Second language task complexity: Researching the cognition hypothesis of language learning and performance*, 287-306.

Kim, Y., & Tracy-Ventura, N. (2013). The role of task repetition in L2 performance development: What needs to be repeated during task-based interaction?. *System*, *41*(3), 829-840.

Kim, Y., Jung, Y., & Tracy-Ventura, N. (2017). Implementation of a Localized Task-Based Course in an EFL Context: A Study of Students' Evolving Perceptions. *TESOL Quarterly*, *51*(3), 632-660.

Kim, M., Lee, H., and Kim, Y. (In Press). Learning of Korean honorifics through collaborative tasks: Comparing heritage and foreign language learners. Book, Ch. 2.

Kitade, K. (2008). The role of offline metalanguage talk in asynchronous computer-mediated communication.

Kormos, J. (2014). Differences across modalities of performance. *Task-based language learning–Insights from and for L2 riting*, 193-216.

Kormos, J., & Trebits, A. (2012). The role of task complexity, modality, and aptitude in narrative task performance. *Language Learning*, *62*(2), 439-472.

Lambert, C. (2010). A task-based needs analysis: Putting principles into practice. *Language Teaching Research*, *14*(1), 99-112.

Lambert, C. P., & Engler, S. T. E. V. E. (2007). Information distribution and goal orientation in second language task design. *Investigating tasks in formal language learning*, *20*, 27.

Lardiere, D. (2017). *Ultimate attainment in second language acquisition: A case study*. Routledge.

Laufer, B., & Hulstijn, J. (2001). Incidental vocabulary acquisition in a second language: The construct of task-induced involvement. *Applied linguistics*, *22*(1), 1-26.

Leonard, K. R., & Shea, C. E. (2017). L2 speaking development during study abroad: Fluency, accuracy, complexity, and underlying cognitive factors. *The Modern Language Journal*, *101*(1), 179-193.

Lee, Y. G. (2000). Effects of degrees of task complexity on L2 production. *The Korean Language in America*, *5*, 133-148.

Leeser, M. J. (2004). Learner proficiency and focus on form during collaborative dialogue. *Language Teaching Research*, *8*(1), 55-81.

Leis, A., Tohei, A., & Cooke, S. D. (2015). Smartphone assisted language learning and autonomy. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, *5*(3), 75– 88.

Levinson, C. Steven. (1983). Pragmatics. London: Cambridge University Press.

Li, C. (2009). *SMS-based vocabulary learning for ESL students* (Doctoral dissertation, Auckland University of Technology).

Lim, J., Reiser, R. A., & Olina, Z. (2009). The effects of part-task and whole-task instructional approaches on acquisition and transfer of a complex cognitive skill. *Educational Technology Research and Development*, *57*(1), 61-77.

Long, M. (1980). Input and interaction in second language acquisition. Unpublished PhD dissertation. University of California at Los Angeles.

Long, M. H. (1985). A role for instruction in second language acquisition: Task-based l language teaching. *Modelling and assessing second language acquisition*, *18*, 77- 99.

Long, M. H. (1990). Task, Group, and Task-Group Interactions.

Long, M. (1991). Focus on form: A design feature in language teaching methodology. In: K. de Bot, R. Ginsberg, & C. Kramsch (Eds.), *Foreign language research in cross-cultural perspective*. Amsterdam: John Benjamins.

Long, M.H. (1997). "Focus on Form in Task-Based Language Teaching" www.mhhe.com. McGraw-Hill Companies. Retrieved Dec 26, 2012.

Long, M. H. (1998). Focus on form Theory, research, and practice Michael H. Long Peter Robinson. *Focus on form in classroom second language acquisition*, *15*, 15-41.

Long, M. H. (2009). Methodological principles for language teaching. *The handbook of language teaching*, 371-394.

Long, M. (2015). *Second language acquisition and task-based language teaching*. John Wiley & Sons.

Long, M. H. (2016). In defense of tasks and TBLT: Nonissues and real issues. *Annual Review of Applied Linguistics*, *36*, 5-33.

Long, M. H., & Crookes, G. (1992). Three approaches to task-based syllabus

design. *TESOL quarterly*, *26*(1), 27-56.

Long, M. H., & Danielhty, C. (Eds.). (2003). *The handbook of second language acquisition* (pp. 487-535). Blackwell.

Long, M. H., & Danielhty, C. J. (Eds.). (2011). *The handbook of language teaching* (Vol. 63). John Wiley & Sons.

Macaulay, C., Cree, V. E., & Macaulay, C. (2000). Transfer of learning. *Transfer of Learning in Professional and Vocational Education: Handbook for Social Work Trainers*, 1-26.

Mackey, A., Abbuhl, R., & Gass, S. M. (2013). Interactionist approach. In *The Routledge handbook of second language acquisition* (pp. 25-41). Routledge.

Mayo, M. D. P. G. (2006). *Investigating tasks in formal language learning* (Vol. 20). Multilingual Matters Ltd.

Marzban, A., & Mokhberi, M. (2012). The effect of focus on form instruction on intermediate EFL learners' grammar learning in task-based language teaching. *Procedia-Social and Behavioral Sciences*, *46*, 5340-5344.

McDonough, K., & Chaikitmongkol, W. (2007). Teachers' and Learners' Reactions to a Task-Based EFL Course in Thailand. *Tesol Quarterly*, *41*(1), 107-132.

McDonough, K., Crawford, W. J., & Mackey, A. (2015). Creativity and EFL Students' Language Use During a Group Problem-Solving Task. *TESOL Quarterly*, *49*(1), 188-199.

Margaret G. McKeown, Isabel L. Beck, Richard C. Omanson, & Martha T. Pople. (1985). Some Effects of the Nature and Frequency of Vocabulary Instruction on t he Knowledge and Use of Words. *Reading Research Quarterly*, (5), 522. https://doi-org.ezproxy.gsu.edu/10.2307/747940

MIkE, L. O. N. G. (2015). Experimental perspectives on classroom interaction. *The handbook of classroom discourse and interaction*, 60.

Meisel, J. M., Clahsen, H., & Pienemann, M. (1981). On determining developmental stages in natural second language acquisition. *Studies in second language acquisition*, *3*(2), 109-135.

Mochizuki, N., & Ortega, L. (2008). Balancing communication and grammar in beginning-level foreign language classrooms: A study of guided planning and relativization. *Language Teaching Research*, *12*(1), 11-37.

Mora, J. C., & Valls-Ferrer, M. (2012). Oral fluency, accuracy, and complexity in formal instruction and study abroad learning contexts. *Tesol Quarterly*, *46*(4), 610-641.

Muncie, J. (2002). Process writing and vocabulary development: Comparing lexical frequency profiles across drafts. *System*, *30*(2), 225-235.

Nation, I. (2006). How large a vocabulary is needed for reading and listening?. *Canadian Modern Language Review*, *63*(1), 59-82.

Nagy, W. E., & Scott, J. A. (2000). Vocabulary processes. *Handbook of reading research*, *3*(269-284).

Nation, I. S. (2001, 2013). *Learning vocabulary in another language*. Ernst Klett Sprachen.

Newton, J. (2001). Options for vocabulary learning through communication tasks. *ELT journal*, *55*(1), 30-37.

Newton, J. (2009). Vocabulary learning through task-based interaction. *Under review, August*.

Newton, J. (2013). Incidental Vocabulary Learning in Classroom Communication Tasks. *Language Teaching Research*, *17*(2), 164-187.

Newton, J. (2017). Comprehending misunderstanding. *Elt Journal*, *71*(2), 237-244.

Nielson, K. B., Masters, M. C., Rhoades, E., & Freynik, S. (2009). Prototype implementation of an online Chinese course: An analysis of course implementation and learner performance. *College Park, MD: University of Maryland Center for Advanced Study of Language*.

Norris, J. M. (2009). Task-based teaching and testing. In M. H. Long & C. J. Danielhty (Eds.), *Handbook of language teaching* (pp. 578–594). Oxford, UK: Blackwell.

Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language learning*, *50*(3), 417-528.

Nunan, D. (1988). *Syllabus design*. Oxford University Press.

Ortega, L. (1999). Planning and focus on form in L2 oral performance. *Studies in Second Language Acquisition*, *21*, 109–148.

Palalas, A. (2011). Mobile-assisted language learning: Designing for your students. In S. Thouësny & L. Bradley (Eds.), *Second language teaching and learning with technology: Views of emergent researchers* (pp. 71-94). Dublin: Research-publishing.net.

Paribakht, T. S., & Wesche, M. (1993). The relationship between reading comprehension and second language development in a comprehension-based ESL program. *TESL Canada Journal*, *11*, 9–29.

Patanasorn, C. (2010). *Effects of procedural content and task repetition on accuracy and fluency in an EFL context*. Northern Arizona University.

Peräkylä, A. (2007). Conversation analysis. *The Blackwell Encyclopedia of Sociology*, 1- 4.

Pica, T. (1994b). Research on negotiation: What does it reveal about second-language learning conditions, processes, and outcomes? *Language Learning*, *44*, 493–527.

Pignot-Shahov, V. (2012). Measuring L2 receptive and productive vocabulary knowledge. *Language Studies Working Papers*, *4*(1), 37-45.

Plonsky, L., Kim, Y. (2016). Task-Based Learner Production: A Stubstantive and Methodological Review. Annual Review of Applied Linguistics, 3673 doi:10.1017/SO267190516000015

Prabhu, N. S. (1984). Procedural syllabus: Trends in language syllabus design.

Prabhu, N. S. (1987). *Second language pedagogy* (Vol. 20). Oxford: Oxford University Press.

Priority Likert-Scale (July, 2014) Retrieved September 11, 2019, from https://www.researchgate.net/figure/Priority-Scores-Based-on-Priority-Likert-scale_tbl1_264352505

Read, J., & Chapelle, C. A. (2001). A framework for second language vocabulary assessment. *Language testing*, *18*(1), 1-32.

Rebuschat, P. (2013). Measuring implicit and explicit knowledge in second language research. *Language Learning*, *63*(3), 595-626.

Ringbom, H., Jarvis, S., Long, M., & Danielhty, C. (2009). The handbook of language teaching.

Robinson, P. (2001). Task complexity, cognitive resources, and syllabus design: A triadic framework for examining task influences on SLA. *Cognition and second language instruction*, *288*.

Robinson, P. (2007). Task complexity, theory of mind, and intentional reasoning: Effects on L2 speech production, interaction, uptake and perceptions of task difficulty. *IRAL-International Review of Applied Linguistics in Language Teaching*, *45*(3), 193-213.

Robinson, P. (Ed.). (2011). *Second language task complexity: Researching the cognition hypothesis of language learning and performance* (Vol. 2). John Benjamins Publishing.

Robinson, P. (2011). Task-based language learning: A review of issues. *Language Learning*, *61*(s1), 1-36.

Robinson, P., & Gilabert, R. (2007). Task complexity, the Cognition Hypothesis and second language learning and performance. *IRAL-International Review of Applied Linguistics in Language Teaching*, *45*(3), 161-176.

Sandberg, J., Maris, M., & de Geus, K. (2011). Mobile English learning: An evidence basedstudy with fifth graders. *Computers & Education*, *57*(1), 1334-1347. doi: 10.1016/j.compedu. 2011.01.015

Saran, M., Seferoglu, G. and Cagiltay, K. (2012) Mobile language learning: Contribution of multimedia messages via mobile phones in consolidating vocabulary. The Asia-Pacific Education Researcher, 21(1): 181–190.

Sarani, A., & Sahebi, L. F. (2012). The impact of task-based approach on vocabulary learning in ESP courses. *English Language Teaching*, *5*(10), 118.

Sasayama, S. (2016). Is a 'complex'task really complex? Validating the assumption of cognitive task complexity. *The Modern Language Journal*, *100*(1), 231-254.

Sauro, S. (2011). SCMC for SLA: A research synthesis. *Calico Journal*, *28*(2), 369.

Schmidt, R. W. (1990). The role of consciousness in second language learning1. *Applied linguistics*, *11*(2), 129-158.

Schmitt, N. 2000: *Vocabulary in language teaching*. Cambridge University Press.

Schmitt, N. (2008). Instructed second language vocabulary learning. *Language teaching research*, *12*(3), 329-363.

Serafini, E. J., Lake, J. B., & Long, M. H. (2015). Needs analysis for specialized learner populations: Essential methodological improvements. *English for Specific Purposes*, *40*, 11-26.

Serafini, E. J., & Torres, J. (2015). The utility of needs analysis for nondomain expert instructors in designing task-based Spanish for the professions curricula. *Foreign Language Annals*, *48*(3), 447-472.

Serrano, R., Tragant, E., & Llanes, À. (2012). A longitudinal analysis of the effects of one year abroad. *Canadian modern language review*, *68*(2), 138-163.

Sert, O., & Seedhouse, P. (2011). Introduction: Conversation analysis in applied linguistics. *NOVITAS-ROYAL*, *5*(1).

Sheen, R. (2002). Focus on form'and 'focus on forms. *ELT journal*, *56*(3), 303-305.

Shintani, N., Aubrey, S., & Donnellan, M. (2016). The Effects of Pre-Task and Post- Task Metalinguistic Explanations on Accuracy in Second Language Writing. *TESOL Quarterly*, *50*(4), 945-955.

Shirzad, M., Rasekh, A. E., & Dabaghi, A. (2017). The Effects of Input and Output Tasks on the Learning and Retention of EAP Vocabulary. *Theory & Practice In Language Studies*, *7*(2), 145-152. doi:10.17507/tpls.0702.09

Sinclair, J., & Renouf, A. (1988). A lexical syllabus for language learning. *Vocabulary and language teaching*, *140*, 60.

Singley, M. K., & Anderson, J. R. (1989). *The transfer of cognitive skill* (No. 9). Harvard University Press.

Skehan, P. (1989). Individual differences in second-language learning. London: Edward Arnold.

Skehan, P. (1991). Individual differences in second language learning. *Studies in second language acquisition*, *13*(2), 275-298.

Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied linguistics*, *17*(1), 38-62.

Skehan, P. (1998). *A cognitive approach to language learning*. Oxford University Press.

Skehan, P., & Foster, P. (1997). Task type and task processing conditions as influences on foreign language performance. *Language teaching research*, *1*(3), 185-211.

Skehan, P., & Foster, P. (2001). Cognition and tasks. *Cognition and second language instruction*, 183-205.

Smith, B. (2003). The use of communication strategies in computer-mediated communication. *System*, *31*(1), 29-53.

Sonbul, S., & Schmitt, N. (2013). Explicit and implicit lexical knowledge: Acquisition of collocations under different input conditions. *Language Learning*, *63*(1), 121-159.

Song, Y. (2008). SMS enhanced vocabulary learning for mobile audiences. *International Journal of Mobile Learning and Organisation*, *2*(1), 81-98.

Swain, M. (2005). The output hypothesis: Theory and research. *Handbook of research in second language teaching and learning*, *1*, 471-483.

Swain, M., & Lapkin, S. (1995). Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied linguistics*, *16*(3), 371-391.

Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *The modern language journal*, *82*(3), 320-337.

Swain, M., & Watanabe, Y. (2013). Collaborative dialogue as a source of learning. In C. Chapelle (Ed.), *The encyclopedia of applied linguistic* (pp. 3218-3225). Hoboken: Wiley-Blackwell.

Swan, M. (2005). Legislation by hypothesis: The case of task-based instruction. *Applied Linguistics*, *26*(3), 376-401.

Sykes, J. M. (2005). Synchronous CMC and pragmatic development: Effects of oral and written chat. *CALICO journal*, 399-431.

Taguchi, N., & Kim, Y. (2014). Collaborative dialogue in learning pragmatics: Pragmatic-related episodes as an opportunity for learning request-making. *Applied Linguistics, 37*, 416-437.

Taatgen, N. A. (2013). The nature and transfer of cognitive skills. *Psychological review*, *120*(3), 439.

Tang, H., Chiou, J. S., & Jarsaillon, O. (2015). Efficacy of task-based learning in a Chinese EFL classroom: A case study. *English Language Teaching*, *8*(5), 168.

Thornton, P., & Houser, C. (2001a). Learning on the move: Foreign language vocabulary via SMS. *Ed- Media 2001 Proceedings* (pp. 1846-1847). Norfolk, VA: Association for the Advancement of Computing in Education.

Thornton, P., & Houser, C. (2001b). Learning on the move: Vocabulary study via email and mobile phone SMS. In C. Montgomerie & J. Viteli (Eds.), *Proceedings of the World Conference on Educational Multimedia, Hypermedia and Telecommunications 2001* (pp. 1896-1897). Chesapeake, VA: Association for the Advancement of Computing in Education.

Thornton, P., & Houser, C. (2002). M-learning in transit. In P. Lewis (Ed.), *The changing face of CALL* (pp. 229-243). Lisse, The Netherlands: Swets & Zeitlinger.

Thornton, P., & Houser, C. (2003). EduCall: Adding interactivity to large lecture classes in Japan via mobile phones. In D. Lassner & C. McNaught (Eds.), *Proceedings of the World Conference on Educational Multimedia, Hypermedia and Telecommunications 2003* (pp. 1871-1874). Chesapeake, VA: Association for the Advancement of Computing in Education.

University of New York, (1992). The NYS Place Test Administrator's Manual. NYS Education Department, Albany, New York.

Van den Branden, K. (Ed.). (2006). *Task-based language education: From theory to practice*. Ernst Klett Sprachen.

Van den Branden, K. (2016). Task-based language teaching. In G. Hall (Ed.), *The Routledge Handbook of English Language Teaching* (pp. 238-251). New York: Routledge.

Van den Branden, K., Bygate, M., & Norris, J. M. (2009). *Task-based language teaching: A reader* (Eds.). Amsterdam: John Benjamins.

Van den Branden, K. (2016). The role of teachers in task-based language education. *Annual Review of Applied Linguistics*, *36*, 164-181.

Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press.

Widdowson, H. G. (2003). *Defining issues in English language teaching*. Oxford, UK: Oxford University Press.

Williams, J. N., & Cheung, A. (2011). Using priming to explore early word learning. *Applying priming methods to L2 learning, teaching and research: Insights from psycholinguistics*, 73-103.

Willis, J. (1996). A flexible framework for task-based learning. *Challenge and change in language teaching*, 52-62.

Willis, D., & Willis, J. (2008). *Doing task-based teaching*. Oxford University Press.

Woodworth, R. S., & Thorndike, E. L. (1901). The influence of improvement in one mental function upon the efficiency of other functions.(I). *Psychological review*, *8*(3), 247.

Wu, T., Sung, T., Huang, Y., Yang, C. & Yang, J-C. (2011). Ubiquitous English learning system with dynamic personalized guidance of learning portfolio. *Educational Technology & Society*, *14*(4), 164-180.

Youn, S. J. (2018). Task-based needs analysis of L2 pragmatics in an EAP context. *Journal of English for Academic Purposes*, *36*, 86-98.

Ziegler, N. (2016). Synchronous computer-mediated communication and interaction: A meta-analysis. *Studies in Second Language Acquisition*, *38*(3), 553-586.

APPENDICES

Appendix A Consent Form

Georgia State University

Department of Applied Linguistics

Informed Consent

Title: Examining Transferability in Task-Based Language Teaching
Principal Investigator: Dr. YouJin Kim

Student Principal Investigator: Charlotte Nolen

Purpose:

You are invited to participate in a research study. The purpose of the study is to investigate the transfer of task skills and vocabulary that occurs from first to second language receptive and productive knowledge during a Task-Based Language Teaching (TBLT) research project. This project will follow the sequencing of pedagogical task performance in the classroom to real-world task performance in a local community. You are invited to participate because you are part of the student population receiving this instruction. A total of 10 participants will be recruited for this study. Participation will require your attendance to regular class times, additional interviews, journal entries, and field trip audio recordings.

Procedures:

In this TBLT Project, there will be three units of study each lasting two weeks in length, for a total of six weeks of study. The project will include one 50-minute routine daily class each day from Monday to Thursday in the classroom and Friday field trips (out in the local community) for the duration of the six weeks. The participants will be observed everyday during this study. Prior to and upon completion of these units of study, the researcher will conduct participant interviews. The participant will interact with the researcher prior to and during the study. The researcher will be the instructor during this project. Students in this project will attend classes during normal classroom hours. Field trips attended in this study are also normal

requirements of this institution. Questionnaires will be completed at the end 3 class periods for 5 – 10 minutes in length. Participant interviews will be conducted prior to the study, once during the study and upon completion of the study approximately 30 minutes in length. Personal journaling may take approximately 30 minutes. Participation outside of regular class hours will be approximately 2 1/2 hours total.

If you decide to participate, you will be observed and audio recorded in the classroom, asked to write a personal journal, asked to complete several questionnaires and interviewed by Charlotte Nolen in person before, during and after the TBLT assignments have been completed. With your permission, audio recordings of the interviews will be conducted, out of class field trips and of classroom interactions during the project. The interviews will last 30 minutes and will be performed two to three times.

Future Research

Researchers will remove information that may identify you and may use your data for future research. If we do this, we will not ask for any additional consent from you.

Risks:

In this study, you will not have any more risks than you would in a normal day of life.

Benefits:

This study is not designed to benefit you personally. Overall, we hope to gain information about understanding when and how transfer occurs in second language learning that may benefit other language learners and programs, institutions and contexts.

Alternatives:

The alternative to taking part in this study is to not take part in the study.

Compensation:

You will receive a small thank you gift of a Starbuck's gift card for participating in this study. This is a thank you gift and if you (the participant) decide to drop out of the research project you may keep this as a token of appreciation. This gift will be given to the participant in the initial 20 -30 minute interview prior to the initiation of the project.

Voluntary Participation and Withdrawal:

Participation in research is voluntary. You do not have to be in this study. If you decide to be in the study and change your mind, you have the right to drop out at any time. You may skip questions or stop participating at any time. Whatever you decide, you will not lose any benefits to which you are otherwise entitled. This is voluntary participation and if you become uncomfortable at any point you may opt to stop the interview and the audio recordings during an interview, in the classroom or on the field trips at any time.

Confidentiality:

We will keep your records private to the extent allowed by law. Dr. YouJin Kim and Charlotte Nolen will have access to the information you provide. Information may also be shared with those who make sure the study is done correctly (GSU Institutional Review Board, the Office for Human Research Protection (OHRP)). We will use a pseudonym to put with your responses, and only the research team will have the key to indicate which pseudonym belongs to which participant. In any articles or presentations, a pseudonym will be used instead of your name, and the researcher will not reveal details or will change details about where you work, where you live, any personal information about you. The information you provide will be stored in a locked cabinet in Charlotte Nolen's personal office. Your name and other facts that might point to you will not appear when we present this study or publish its results. The findings will be summarized and reported in group form. You will not be identified personally. The audio

recordings and written documents used in this study will be destroyed five years after the study is closed.

Contact Information:

Contact Charlotte Nolen at 678-343-1865 or cnolen1@student.gsu.edu

- If you have questions about this study or your part in it.
- If you have any concerns, or complaints about this study.

Contact the GSU Office of Human Research Protections at 404-413-3500 or irb@gsu.edu

- If you have any questions about your rights as a research participant
- If you have questions, concerns, or complaints about the research

Consent:

We will give you a copy of this consent form to keep.

If you are willing to volunteer for this research and be audio recorded, please sign below.

_____	_____
Printed Participant Name	Date
_____	_____
Participant Signature	Date
_____	_____
Principal Investigator or Researcher Obtaining Consent	Date

Appendix B Needs Analysis for Spring Semester, January, 2019 (For TBLT Research Project in February, 2019)

Appendix C.1 Ranking of Outings

Spring Semester: January, 2019						
Needs Analysis:	**Novice Level Learners**	**N=4**				
Rank the following in order of need.						Overall
Pon los que suigen en orden de importancia.		Numeros 1 - 10 en orden de necesidad por favor				Group
		Student 1	Student 2	Student 3	Student 4	Average	Ranking:
un gimnasio		9	9	10	9	9.25	10
el supermercado	(para entender discuentos)	4	1	8	4	4.25	4
hoteles		6	8	5	8	6.75	7
un banco		10	5	4	10	7.25	8
un escuela		3	4	6	1	3.5	3
El Shopping (Para hacer compras de ropa y cosas electronicas)		2	3	1	6	3	2
Usar mapas (en los shopping y para entender la ciudad)		8	7	3	5	4.6	6
Un negocio de herramientos		5	10	9	7	7.75	9
Restaurantes (para entender y usar menus)		7	6	2	3	4.5	5
Lugares religiosos (iglesias, mesquitas y templos Hindu)		1	2	7	2	3	1

Appendix C.2 Needs Analysis Top 4 Rankings

Results:	Discount Grocery Shopping (Unit 1) coming as #4 with the current group of students. Shopping Center Navigation (Unit 2) coming as #2 with the current group of students.	
1	Lugares religiosos (iglesias, mesquitas y templos Hin	An end of semester trip due to linguistic demands
2	El Shopping (para hacery compras de ropa y cosas electronicas)	Students' perceived need of this outing is higher/ appropriate linguistic demands for novice/ intermediate level.
3	Un Escuela (A School)	Difficult to enter for a group project/ laws and regulations in regard to research (FERPA)
4	el supermercado (para entender discuentos)	Appropriate linguistic demands and high need for learners

Appendix C Target Vocabulary Items as found in Google Search

Appendix C.1 Target Vocabulary Items as found in Google Search – Unit 1

1. Arrangement	1. Noun _ the action, process, or result of arranging or being arranged. ."the arrangement of the furniture in the room"
2. bottom (shelf)	2. Adjective _ in the lowest position. “The books on the bottom shelf”
3. budget	3. Noun _ an estimate of income and expenditure for a set period of time. “keep within the household budget”
4. earn	4. Verb _obtain (money) in return for labor or services. “they earn $35 an hour”
5. reward(s)	5. Noun _a thing given in recognition of one’s service, effort, or achievement. “the holiday was a reward for 40 years’ service with the company”
6. clerk	6. Noun _a person employed in an office, bank or store to undertake routine duties. “the bank clerk was helpful”
7. aisle	Noun _ a passageway or corridor
8. dairy	8. Adjective _containing or made from milk. “local diary foods”
9. grocery	9. Noun _the food and supplies sold by a grocer, a grocer’s store or business “I need some groceries”
10. item	10. Noun _an individual article or unit, part of a list, a collection or a set.
11. already	11. adverb _before or by now or the time in question “Anna has suffered a great deal already”
12. plus card	12. Proper Noun (Kroger Plus Loyalty Card) _ a small rectangular piece of plastic issued by “Kroger” used to obtain discounts and/or rewards points “with the Kroger Plus Card you can get discounts”

Appendix C.2 Target Vocabulary Items as found in Google Search – Unit 2

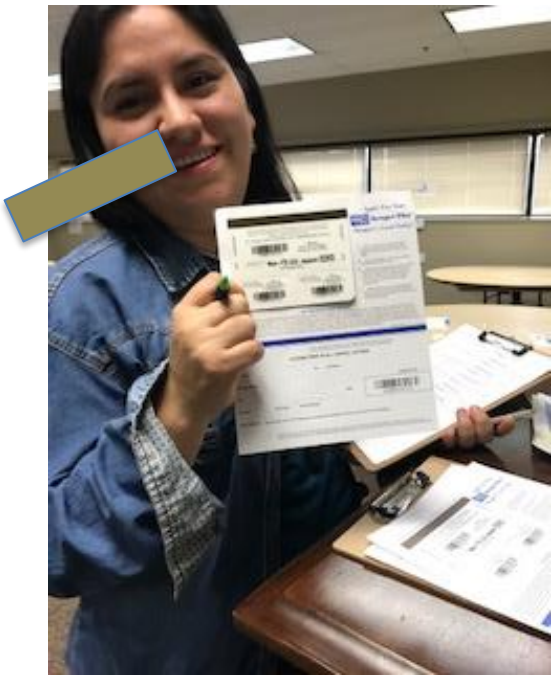
1. inexpensive	1. Adjective _not costing a great deal; cheap “a simple and inexpensive solution”
2. household goods	2. a 2-gram collocation used as a noun _Retail products – “household goods” is the product

	category name for goods used in and around the home, such as a food processor.
3. brand	3. Noun _a type of product manufactured by a particular company under a particular name. “a new brand of detergent”
4. carry	4. Verb to secure; to get; to possess; to procure; to obtain “The store carries Nike brand.”
5. outfit	5. Noun _a set of clothes worn together “he has on a cute outfit”
6. high-end	6. Adjective _denoting the most expensive of a range of products. “high-end computers”
7. low-end	7. Adjective _denoting the cheaper products of a range “the low-end jewelry”
8. rack	8. Noun _a framework, typically with rails, bars and hooks used for storing or holding things “a spice rack”
9. small kitchen appliances	A 3-gram collocation used as a Noun _Home appliances, also known as domestic appliances, electrical machines that help with household functions “a coffee maker is a household appliance”
10. style	10. Noun _a distinctive appearance, typically determined by the principles according to which something is designed. “she wore a classic style”
11. gauge	11. Verb _to estimate or determine the amount of something. “gauge the price”
12. material	12. Noun _the matter from which a thing is or can be made. “the dress material is cotton”

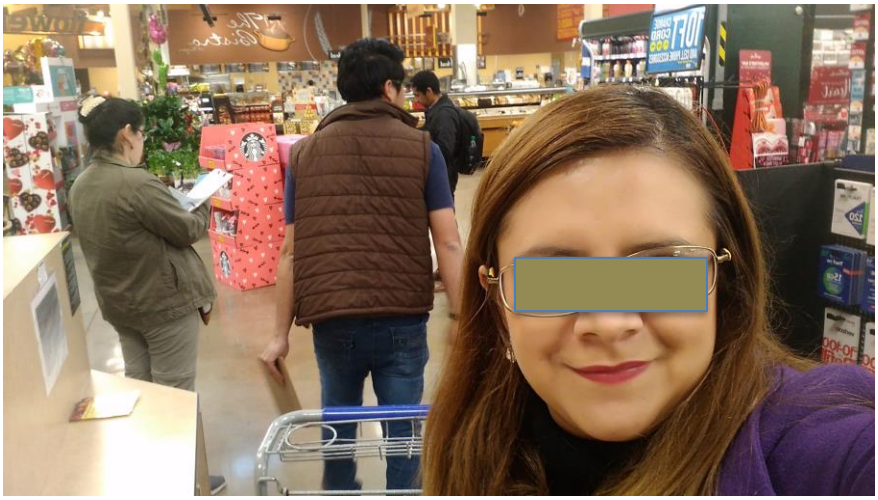
Appendix D Unit 1 – PT2: Mock Grocery Store Pictures

Appendix E Learner's use of screen sharing and the Kroger Store App were both verified by the researcher/ instructor in U1, PT2.

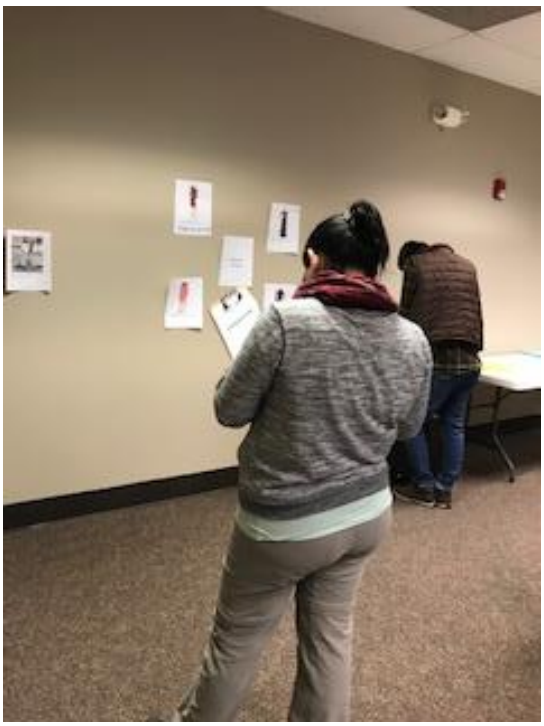
Appendix F Real Kroger Plus Card applications were collected on pre-research domain site visits and used for U1, PT2 task performance (the mock simulation).

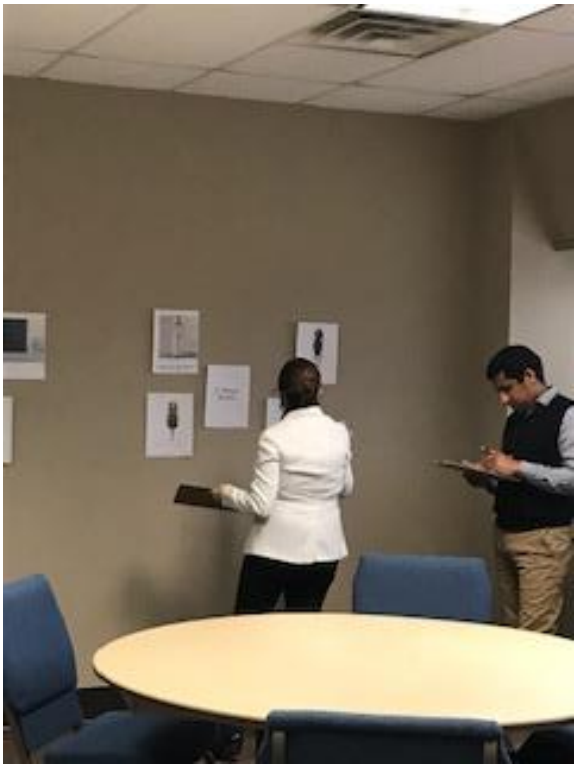


Appendix G Unit 1 – RWT1: The Grocery Store Pictures



Appendix H Unit 2 – PT2: Mock Mall Department/ Boutique Store Pictures





Appendix I Unit 2 – RWT1: Choosing a Quality Product at the Mall Task

Pictures are from the mall

Appendix J Pedagogical Tasks with Target Word Lists

Appendix J.1 Information Gap Task KEY for Student A and B: Unit 1, Pedagogical Task 1 (P. 1 – 2 out of 6 total)

(KEY)!!Unit!1:!PT1!Discount!Grocery!Shopping!
!
You!and!your!friend!are!new!to!the!area.!You!are!grocery!shopping!at!"Key!Grocery!Store"!in!Georgia.!You!want!to!find!out!about!discounts!at!the!store!so!that!you!are!able!to!buy!more!on!your!limited!budget.!!
!
Step!1:!When!you!see!"Find!out!about",!ask!questions!to!gather!more!information!that!you!are!missing!from!your!partner!about!the!grocery!store.!When!you!see!"help!your!partner",!please!answer!your!partner's!questions!about!the!grocery!store.!!
! ! ! !

Student,A,	Student,B,
!1.!Help!your!partner:!Shoppers!can!join!the!"Key!customer!loyalty!program"!at!the!customer!service!desk!and!earn!(get!more)!rewards.!! !  ! ! Most!customers!have!a!limited!budget!(a!specific!amount!of!money!for!food).!Sometimes!customers!can!buy!more!food!with!rewards!(discounts).!Customers!that!become!loyalty!members!receive!a!"plus!card"!for!discounts!on!food.!!!  ! !	1.!Find!out!about!the!Discount!program!at!Key!Grocery!Store.!! ! Name!of!program:! ! Where!to!join:! ! Budget!=! _____! ! ! Proof!of!membership:! !!!!!! ! Earn:! ! Reward:! ! ! ! (Target!words:!!earn,!loyalty,!plus!card,!budget,!reward)!
2.!Find!out!about!*specials*(at!the!grocery!store.!! ! Special!=!_____! ! Specials!on!what:! ! One!food!item!in!dairy:!! ! Grocery!=!_____! ! Item!=!_____!	2.!Help!your!partner:!Every!week!specials!(reduced!prices)!for!specific!grocery!(food)!items!are!offered!and!then!routinely!changed.!! !! Groceries,!means!many!different!individual!food!items.!A!particular!food!item!can!be!"cheese"!which!is!located!in!the!dairy!section.!One!thing!is!one!item.!!Milk!is!a!different!item!or!thing.!!

! ! Location!of!specials:!! ! ! Time!of!specials:!! ! !!! ! ! (Target!words:!specials,!grocery,!!item,!offer,!reduced).!	 !!!!!!!!!!!!!!!!!!  ! The!discounts!(or!specials)!are!promoted!in!the!local!newspaper!and!the!Key!grocery!store!website!or!App!each!week.!!   https://www.kroger.com/cl/coupons/?ds rl=1259466&ds rl=1259469&cid=ps adw ogs. brand.coupons_t:kroger+digital+coupons&gclid=EAIaIQobChMIlOb0gK-E4AIVFh6tBh3QTAC5EAAYASAAEgJwavD_BwE&gclsrc=aw.ds
Student,A!	**Student,B**!
3.!Help!your!partner!with!the!arrangement!of!the!grocery!store.!The!arrangement!of!the!store!is!how!the!store!is!organized.!Grocery!stores!are!organized!in!sections.!The!different!sections!include!dairy,!fresh!produce,!meat,!deli,!bakery!and!frozen!foods.!!  ! ! The!cheese!is!in!the!dairy!section!where!products!made!of!milk!are!located.!The!bread!is!in!the!bakery!section.!! ! Also,!every!grocery!store!has!aisles.!Aisles!are!passageways!with!food!items!that!are!usually!numbered.!!! ! In!this!picture,!beverages!are!on!the!top!shelf!and!canned!goods!are!on!the!bottom!shelf!of!aisle!3.!The!frozen!foods!	4.!Find!out!about!the!arrangement!of!the!grocery!store.! ! Arrangement!=! _____! ! !! Cheese!section:! !! Bread!section:!! ! Vegetable!section:!! ! ! ! Aisle!=!_____! ! Location:! !!!!!Canned!goods!–!! ! ! !!!!!Frozen!foods!–!! ! ! !!!!!Cereal!`!! ! ! !

Appendix J.2 Unit 1, Pedagogical Task 2 and Real-world Task 1: Discount Grocery Store Shopping Task (p. 1 – 2)

Unit 1, Pedagogical Task (PT) 2 and Real-World Task (RWT) 1

Grocery Store Discount Shopping Task

Your teacher is going to visit the two of you together in one of your homes. You want to cook a special meal. Work with your partner to complete the Shopping checklist task to cook a meal together. You have a $50 budget (about $25 each) for buying grocery items for the meal combined. If you have extra money you want to buy her flowers and bottled water for the dinner.

Follow these steps:

1. Talk to the clerk at the Customer Service Desk about a *Kroger Plus Loyalty Card*. Get Kroger Plus Card application. Use the store card and coupons to help decide on how rewards are earned and discounts on grocery items are provided. Also use the *Kroger App* on your phone for discounts.
Kroger Card specials: https://www.kroger.com/weeklyad
Kroger Coupon Specials: https://www.kroger.com/cl/coupons/

2. Each partner will have a separate shopping list. The group must work together to buy all the grocery items from the same budget even though the items on each list are different. To better understand how the store is arranged, **ASK the store clerks about the location and discount** of each item (the discount with the Kroger plus card, coupons or other specials).

3. Fill out the chart and then talk with your partner to stay within the budget information at the end.
Complete your own chart but discuss things with your partner.

!

Grocery Store Task: Complete the Chart with items on your grocery list.

Grocery Item	Regular Price / or Reduced price	Store Clerk Interaction
Example Eggs	$1.69 Reduced from $1.99	Location:)Down)aisle)2,)in)the) back)left)corner)of)the)store)in)the) dairy)section.)On)the)top)shelf) Available)Discount:)) Plus)Card)
1.		Location:)) Available)Discount:
2.		Location:)) Available)Discount:))

3.		Location:)) Available)Discount:
4.		Location:)) Available)Discount:
5.		Location:)) Available)Discount:
6.		Location:)) Available)Discount:
7.		Location:)) Available)Discount:
Extra)Item?))		Location:)) Available)Discount:
Total)number)of) items:)	Total)cost)of)my) items:)) $_____)	

!

Grocery'Shopping'Totals:'

Student!A:!!!$!!_____!

!

!Student!B:! $!!_____!

!

Our!total!budget!for!the!grocery!items!is!!$!_____.!!

!

Our!budget!was!$50.00!total.!We!are!_____!our!budget.!

!!!

Appendix J.3 Information Gap Task KEY for Student A and B: Unit 2, Pedagogical Task 1, Choosing a quality gift at the Mall (p. 1 – 4)

1.# (KEY) (Updated) Unit 2: PT1 Gift Purchases at the Mall

Sarah's 20 year-old nephew, John, is coming for a visit for his birthday. Sarah and Debbie will go to the mall to find a birthday gift on another day. John has a nice job and just moved into a new house. He is interested in clothes for work and b items for his house. Because you do not live close to your friend, today you will just chat about shopping through Whatsapp Chat. Communicate with each other over missing information about the mall.

Instructions:
Step 1: When you see "Find out about", ask questions to gather more information that you are missing from your partner about the grocery store. When you see "help your partner", please answer your partner's questions about the grocery store.

Student A	**Student B**
Help your partner: Many shoppers consider different things when shopping. The brand name (who makes the product), such as Nike shoes, Delta Airlines and Starbucks coffee. The quality of a product (how well it is made and what it is made of) can sometimes effect the price (how expensive or inexpensive a product costs). The material is what something is made of. Such as a table made of plastic is cheaper than a table made of wood. Also, a plastic table is not as well made as a wooden table. 	Find out about brand names and the quality of products. Brand = _____ Name 2 brands: Quality = _____ Name 2 different materials:
Find out about the style and material of two products that your partner has. Product: Style: Difference in material between the two sweaters: Name a product that is Marked down:	Help your partner understand style and quality. The style (or fashion design) is how something is made. The material is what the product is made from (cotton, polyester, silk, wool or denim). A man's pull-over sweater at J.C. Penny by St. John's Bay is on sale for $11.99 (from $40 originally). This sweater is made of cotton.

Marked down = _____ Better product:	 ---------- A man's pull-over wool sweater at Dillard's from Hart Schaffner Marx is marked down from $89.50 to $31.32. 
Help your partner know where to find clothes. Clothes are often sold on racks with many hangers. Some racks are regular priced clothes and some are marked down.  Many brand names are grouped together on the same rack. Some sale items are grouped together on the same rack.	Find out about clothes racks. Rack = _____ Clothes grouped on racks:
Find out about amenities at the mall. Amenities = _____ Two Mall of Georgia amenities: 1. 2.	Help your partner understand amenities at the mall. The amenities at the mall are services and resources to make things convenient when shopping. Amenities at the mall include ATM's, family restrooms and a children's play area.  
Help your partner about household goods. Household goods are also nice gifts.	Find out about Household goods =

Appendix J.4 Unit 2, Pedagogical Task 2 and Real-world Task 1: Choosing

a Quality Gift at the Mall Task (P. 1 – 2)

Student A:
PT2 and RWT1 For Unit 2: A Quality Choice

You are on a committee helping your child's school choose a quality gift for the principal's 20th anniversary celebration from some parents. The school will give her a nice plaque, but the parents want to give her something personal. The principal's name is Joyce. The committee has collected $200 to split between a nice gift and a charity of Joyce's choice. Many parents know that she likes to cook and to decorate her home. Joyce also dresses very professionally and wears nice clothes (Size 10). She wears lovely jewelry and nice shoes as well. Joyce is very modest and so will be upset if the gift is too expensive, but the parents want to give a nicer gift.

Instructions:
1. You have the following criteria to follow when choosing a gift for the principal.
- It must be personal (something she will like) and of good quality (clothing, household goods or jewelry).
- Not the cheapest brand, but not the most expensive brand either. It must be a *mid-range cost, but of good quality*.

2. Because you are in a hurry and have to suggest a gift to the committee tomorrow, you must split up with your partner at the mall. Through *WhatsApp text chat,* regularly talk to your partner about different possible gift items for Joyce as you go shopping. Text chat after you visit each store. *Tell your partner on Whatsapp about what stores you are going to and what types of products you are looking for.* At the end you will decide together on a gift according to the quality of the gift. Write down what you find out about each product you explore in the chart below.

3. *Give your opinion and then make a decision* about a product with my partner on Whatsapp text chat. Fill in the information after shopping and communicating with my partner about the different possible gift options for Joyce.

SAMPLE PRODUCT Household goods Bedding Section: Throw pillows	SAMPLE: STORE NAME IS DILLARD'S 1. Brand name: Brentwood Decorative Pillows Price: $11.24 each Material: Polyester cover and fill Quality: low-end 2. Brand name: Martha Stewart Price: $34.99 each Material: Cotton cover and polyester fill Quality: Mid-range 3. Brand name: Waterford Pillow Cabernet Price: $59.99 each

	▒▒▒Material:▒silk▒cover▒and▒down▒fill▒ ▒▒▒Quality:▒high]end▒ ▒ Store▒Clerk's▒opinion:▒The▒low]end▒pillow▒will▒rip▒easily▒and▒the▒high]end▒pillow▒is▒a▒little▒extravagant.▒The▒mid]range▒pillow▒is▒a▒good▒brand▒name▒and▒a▒good▒quality.▒It▒will▒be▒easier▒to▒clean▒and▒take▒care▒of.▒▒
▒	▒
1.▒PRODUCT▒ ▒ Women's▒clothing▒section:▒ ▒ Size▒10▒Dress▒ ▒ ▒ ▒ ▒ ▒ ▒ ▒ ▒ ▒ ▒ ▒ ▒ ▒	Shop▒at▒Dillard's▒Department▒store▒ ▒ 1.▒Brand▒name:▒ ▒▒▒Price:▒ ▒▒▒Material:▒ ▒▒▒Quality:▒ ▒ 2.▒Brand▒name:▒ ▒▒▒Price:▒ ▒▒▒Material:▒ ▒▒▒Quality:▒ ▒ 3.▒Brand▒name:▒ ▒▒▒Price:▒ ▒▒▒Material:▒ ▒▒▒Quality:▒ ▒ Store▒Clerk's▒Opinion:▒ ▒ ▒ ▒
2.▒PRODUCT▒ ▒ Household▒Goods▒section:▒ ▒ Kitchen▒item▒ ▒ _____▒	Store▒Clerk's▒Opinion:▒▒ Shop▒at▒Dillard's▒Department▒store▒ ▒ 1.▒Brand▒name:▒ ▒▒▒Price:▒ ▒▒▒Material:▒ ▒▒▒Quality:▒ ▒ 2.▒Brand▒name:▒ ▒▒▒Price:▒ ▒▒▒Material:▒ ▒▒▒Quality:▒ ▒ 3.▒Brand▒name:▒ ▒▒▒Price:▒ ▒▒▒Material:▒

	▒▒Quality:$ $ Store$Clerk's$Opinion:$$ $ $ $
3.$PRODUCT$ $ Jewelry$ Earrings$and/$or$ necklace:$ $ _____$	ShopatFrancesca's$Collections$(Clothing$Boutique)$for$jewelry$$ $ 1.$Brand$name:$ ▒▒Price:$ ▒▒Material:$ ▒▒Quality:$ $ 2.$Brand$name:$ ▒▒Price:$ ▒▒Material:$ ▒▒Quality:$ $ 3.$Brand$name:$ ▒▒Price:$ ▒▒Material:$ ▒▒Quality:$ $ Store$Clerk's$Opinion:$$ $ $ $

$

Person$A$/$Person$B$

_____/_____.$

Product$type$by$criteria:_____.$

The$brand$name:$_____.$

The$regular$priceis_____itisonsalefor

_____$/or$itisNOTonsale.$

Itislow/high$quality$because$_____.$

We$chose$this$product$because$

_____.$

1. inexpensive$
2. Household$goods$
3. Brand$
4. Rack$
5. Outfit$
6. High]end$
7. Low]end$
8. carry$
9. Small$kitchen$appliance$
10. Gauge$$
11. Style$
12. $material$

$

Appendix K Unit 1 and 2 Criterion-Referenced Task Performance Rubric (González-

Lloret and Nielson, 2015) (Real-world Task Performance at the Mall of Georgia)

Appendix K.1 Unit 1 Criterion-Referenced Task Performance Rubric

10.b. Unit 1 Criterion-Performance Task Rubric (based on Nielson) (Real-World Task Performance at Kroger)

By the end of this module, students will be able to understand how discounts are provided in local grocery stores. If the student successfully completes the action during task performance, place a check in the column marked "Yes". If the student does not demonstrate the action (either through failure to perform or by not attempting the action), place a check in the column —"No". Use the following checklist to assess each student's performance on the task.

Subtask	Yes	No
1. Student organizes himself in order to complete the project. (Personal Skill) Success: by writing the grocery items on his/her chart, by examining the store layout and making a plan of action or by discussing things with his/her partner and making a coordinated plan).	☐	☐
2. Student coordinates with partner. (Personal Skill) Success: Deciding how they want to tackle the task – together or independently and by discussing the budget at the end and writing adjustments based on the budget and discounts available.	☐	☐
3. Student exchanges information in oral interactions about the grocery store with his/her partner, with store clerks and with the customer service representative. (Task Skill) Success: If they have a question they get the answer and discuss unknown vocabulary, information about becoming a member of the loyalty plus program or using the store app.	☐	☐
4. Student follows all steps. (Task Skill) Success: Written charts for PTs are completed and turned in upon completion of task performance.	☐	☐
5. Student understands discounts at the grocery store. (Task Skill) Success: The student stays within +/- $5 of the joint budget by identifying and applying discounts with coupons or the plus card.	☐	☐
6. Student can identify specific items at the grocery store and if they are regular or discount priced. If they are discounted, the student can identify how they are discounted. (Task Skill) Success: Students identify specific items at the store and log them in the chart with the specific way the item is discounted.	☐	☐
7. Students can use the Store App to explore additional discounts. (Task Skill) Success: If the students find an item on the store app and apply the discount from the app site. Record with screen share when using app.	☐	☐
8. Vocabulary: Student use vocabulary and initiates talking about new words. (Language Skill) Success: Students orally use or engage over vocabulary words with clarification, word check, spelling, use or negotiation of meaning of target vocabulary. Students self-check (with a list) the new words used in the outing and 1 point is awarded for each vocabulary type used.	☐	☐
	☐	☐

☐

Appendix K.2 Unit 2 Criterion-Referenced Task Performance Rubric

10.c. Unit 2 Task Performance Rubric (based on Nielson) (Real-world Task Performance at the Mall of Georgia)

By the end of this module, students will be able to understand how making comparisons between products while shopping in the mall may lead to making better product choices in the local commercial marketplace. If the student successfully completes the action during the scenario, place a check in the column marked "Yes". If the student does not demonstrate the action (either through failure to perform or by not attempting the action), place a check in the column – "No". Use the following checklist to assess each student's performance on the task.

Subtask	Yes	No
1. Student coordinates and works with other students and instructor to arrive at the mall on time to complete the RWT performance. (Personal Skill) Success: Students arrive at rendezvous spot in the mall on time (+/- few min. with traffic) and ready to perform real-world task.		
2. Student organizes himself in order to complete the project. (Personal Skill) Success: by looking at the Mall map and identifying where his/ her first store is located. Student provides oral confirmation as to what is his/ her first store and the location of the store on the mall map - to the accompanying instructor/ researcher.		
3. Student exchanges information in oral interactions about the quality of products at the mall with department and boutique store clerks. (Task Skill) Success: Students will investigate three different brands of three different products (a total of 9 items) and discuss the quality and appropriateness of the gifts with store clerks in order to form an opinion about a mid-range quality choice.		
4. Student follows all steps. (Task Skill) Success: Written charts for PTs are completed and turned in upon completion of task performance.		
5. Student understands low-end and high-end department and boutique stores with both expensive and inexpensive products. Students investigate the quality of a product researching the following: brand name, materials used to make the product, price and opinion(s) /or rating(s) of the products. (Task Skill) Success: The student compares 3 brands of 3 different products on his/ her chart.		
6. Student can identify an appropriate gift option for Joyce based on the criteria and provide reasoning for the selection of a final gift item with partner on WhatsApp text chat. (Task Skill) Success: Using his/ her chart, students pick a mid-range quality gift option (within the allotted budget) and discuss the item on WhatsApp text chat with his/ her partner.		
7. Students communicate with partner and choose a quality gift together. (Task Skill) Success: Students discuss the stores and products on WhatsApp text chat as the final step of task performance. Students choose and write an agreed upon option based on the criteria: the personal interest of Joyce, the quality of the product, rating of products and the students own opinions about products.		
8. Vocabulary: Student uses vocabulary and initiates talking about new words. (Language Skill) Success: Students orally use or engage over vocabulary words with clarification, word check, spelling, use or negotiation of meaning of target vocabulary. Students self-check (with a list) the new words used in the outing and 1 point is awarded for each vocabulary type used.		

Appendix L Pre/Post-Participant Interviews

Semi-structure Interview Questions

Pre-Task-Based Language Teaching Unit Studies

*Note: Please remind the students not to use names or share information that can identify other people.

Interview material prior to research:

Background Information:

h. Name
i. Age
j. Gender
k. Prior English Study
l. Prior Foreign Language Study
m. Profession or occupation
n. Hobbies or interests

Post Units of study Interview (Final Questions):

1. Have you ever studied another language using Task-Based Language Teaching (TBLT)?

2. How do you feel about vocabulary learning in your L2?

3. How do you best learn new vocabulary?

4. What types of tasks facilitate better vocabulary learning for you?

5. Did pedagogical tasks help you learn new vocabulary? What is the role of PTs in your learning?

6. Did pedagogical tasks help prepare you for real-world target task completion?

7. Did real-world tasks in public help you learn new vocabulary? What is the role of RWTs in your learning?

8. What additional instruction, interaction or tasks might have better prepared you for target task completion?

9. How can you best describe how you personally learned vocabulary (through repetition of new words, defining new words, reading or writing tasks, listening or speaking tasks, interactions with others, evaluations, or something else)?

10. Did you use any vocabulary learning strategies to help you in the process (such as the use of mnemonics or learning new words in context, etc.)

11. Was interaction with others helpful (learner-learner, learner-teacher, learner-known or unknown interlocutors)? What was most helpful? What was difficult?

12. What task skills (such as learning to interrupt someone politely, rephrasing language or asking for additional information) that were learned in the units of study did you use in following tasks?

Appendix M Learning Journal Questions

Learning Journal Prompt Questions

Instructions: Please answer the following questions thoughtfully writing about each one.

Por favor piensa bien para contestar las preguntas. Eso va a ser de mucha ayuda en la investigación. Si quieres mas papel por favor pídame.

1. What words do you feel that you learned well? Can you name them? Can you tell how you learned them so well?
¿Cuales palabras nuevas aprendiste bien hoy? Puedes nombrarlas? ¿Como las aprendiste esas palabras bien?

2. Was it difficult or easy to do the task for today? Can you explain?
¿Fue difícil o fácil hacer la tarea para hoy? Puedes explicar?

3. Were there new skills (other than language) that you had to use that were helpful?
¿Había habilidades nuevas que tuviste que usar (aparte de idioma) que fue de ayuda? Puedes explicar?

4. How did you feel as you completed assignments? Were you frustrated about anything? Were you challenged to engage with more people or feel anxiety about it? Did interaction with other help or impede your learning? How did it help or impede? How did you feel about talking to strangers during real-world tasks out in public?
¿Como te sentiste hoy sobre completar su tarea? Tuviste frustración sobre algo? ¿Que retos o ansiedad tuviste para tener mas interacciones con gente? ¿Interacción con gente

es un ayuda o un impedimento para aprender par ti? Como ayudó o no? Puedes explicar? Y por fin… como te sentiste hablando con desconocidos en la tarea en público?

Appendix N Vocabulary Knowledge Scale (VKS)

Vocabulary Knowledge Scale for Unit 1 (Does not include Unit 2 material)

(Parbakht and Wesche, 1993)

SAMPLE Word: Shopping

0. I don't know this word.

   No se que significa es esta palabra.

1. I haven't seen this word.

   No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means.

   Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) **purchasing things / 0 hacer compras**

4. I know this word and it means (Synonym in English/ **o traducción en Español**))

   purchasing things / 0 hacer compras

5. I can use this word in a sentence (English)

   I go shopping on Tuesdays. .

1. Word: Arrangement

0. I don't know this word./

   No se que significa es esta palabra.

1. I haven't seen this word./

   No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

   Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

   _____

5. I can use this word in a sentence (English)

_____

2. Word: bottom

0. I don't know this word./

   No se que significa es esta palabra.

1. I haven't seen this word./

   No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

   Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

   _____

5. I can use this word in a sentence (English)

_____

3. Word: routinely

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

4. Word: bottom

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

5. Word: top

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

6. Word: budget

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

7. Word: weekly

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

8. Word: clerk

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

9. Word: clean

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

10. Word: dirty

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

11. Word: reward

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

   No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

   Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

   _____

5. I can use this word in a sentence (English)

_____

12. Word: produce

0. I don't know this word./

   No se que significa es esta palabra.

1. I haven't seen this word./

   No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

   Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

   _____

5. I can use this word in a sentence (English)

_____

13. Word: fresh

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

14. Word: cart

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

15. Word: customer Service

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

16. Word: self-checkout

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

   No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

   Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

   _____

5. I can use this word in a sentence (English)

_____

17. Word: shopper

0. I don't know this word./

   No se que significa es esta palabra.

1. I haven't seen this word./

   No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

   Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

   _____

5. I can use this word in a sentence (English)

_____

18. Word: purchase

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

19. Word: cash register

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

20. Word: almost

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

21. Word: aisle

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

   No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

   Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

   _____

5. I can use this word in a sentence (English)

_____

22. Word: check

0. I don't know this word./

   No se que significa es esta palabra.

1. I haven't seen this word./

   No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

   Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

   _____

5. I can use this word in a sentence (English)

_____

23. Word: dairy

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

24. Word: checkout

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

25. Word: discount

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

26. Word: barcode

0. I don’t know this word./

No se que significa es esta palabra.

1. I haven’t seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don’t know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

27. Word: plus

0. I don’t know this word./

No se que significa es esta palabra.

1. I haven’t seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don’t know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

28. Word: purchase

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

29. Word: scan

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

30. Word: special

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

31. Word: shopper

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

32. Word: grocery

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

33. Word: item

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

34. Word: already

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

35. Word: coupon

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

36. Word: loyalty

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

37. Word: promotion

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

38. Word: earn

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

39. Word: bonus

0. I don’t know this word./

No se que significa es esta palabra.

1. I haven’t seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don’t know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

40. Word: spend

0. I don’t know this word./

No se que significa es esta palabra.

1. I haven’t seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don’t know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

41. Word: membership

0. I don't know this word./

No se que significa es esta palabra.

1. I haven't seen this word./

No he visto esta palabra antes.

2. I recognize this word, but I don't know what it means./

Reconozco esta palabra pero no se que significa.

3. I recognize this word and I think it means (Synonym in English/ **o traducción en Español**) _____

4. I know this word and it means (Synonym in English/ **o traducción en Español**)

_____

5. I can use this word in a sentence (English)

_____

Appendix O Post-RWT Focus Group Discussion

Post Real-World Task (RWT) Performance (Focus Group) Discussion Prompt Questions

1. What kind of challenges did you face during task performance?
   ¿***Que tipo de retos tuvieron hoy cuando estuvieron hacienda su tarea?***

2. How did you feel about the task today in a public setting instead of the classroom?
   ¿ **Como se sienten sobre la tarea hoy día en público en lugar del aula del clase?**

3. Was it difficult or easy to use your vocabulary words? What words were easy/ hard? What new words did you expectantly learn today?
   ¿***Fue difícil o fácil practicar y usar su vocabulario hoy? Que fue difícil/ fácil? Aprendieron algunos palabras nuevas hoy por casualidad?***

4. Were the strangers you spoke with helpful? Why/ why not?
   ¿***Ayudaron los desconocidos (los "Store Clerks) con quien hablaron hoy? Por que? Por que, No?***

5. How did the classroom activity help you carry out the task today?
   ¿***Como ayudó las actividades en la clase para cumplir su tarea hoy?***

6. What additional abilities (other than language skills) did you need to complete your tasks? (Unit 1: Did you learn how discounts are given in a grocery store? Unit 2: Did you learn how to comparison shop at the mall?)
   ¿***Que habilidades adicional necesitaba hoy (mas de idioma) para completar su tarea?***

   (Unit 1: Aprendieron como funciona descuentos en un supermercado hoy?

   Unit 2: Aprendieron como hacer comparación en el shopping hoy?)

7. What else might be done to better prepare you for RWTs in public?
   ¿**Que mas ayudaría prepararles hacer tarea en público así como hoy?**